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ABSTRACT

Presented is the final report of the Southeast Regional Resource Center's project to interface ALRC/RRC (area learning resource center/regional resource center) effort within Region 13 to insure a comprehensive service delivery capability to the handicapped children in member states (Alabama, Florida, Georgia, Louisiana, Mississippi, Puerto Rico, South Carolina, and the Virgin Islands). Section I provides a statement of work from June 1, 1974 to May 31, 1977 in five areas: state program development, educational appraisal, educational programing, sharing resources, and project administration. Section II, which makes up the bulk of the document, consists of state-by-state project summaries. The work areas are considered for each state in terms of introductory information, major activities, results/conclusions, and recommendations. Also included is an Alabama Direction Service report and a supplemental materials index. (SBH)

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FINAL TECHNICAL REPORT

Southeast Learning Resource Center
Auburn University at Montgomery
Montgomery, Alabama 36117

June 1, 1974 through May 31, 1977

Contract No. OEC-0-74-7902

August 31, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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EC 110 475

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FINAL TECHNICAL REPORT: SOUTHEAST REGIONAL RESOURCE CENTER

ABSTRACT

The proposal submitted by the Southeast Regional Resource Center (RRC #13) in response to RFP 74-6 was the basis of the Contract (OEC-0-74-7902) awarded to Auburn University at Montgomery (AUM) by the United States Office of Education (OE). The Southeast Region (RRC #13) consists of the States of Alabama, Florida, Georgia, Louisiana, Mississippi, Puerto Rico, South Carolina, and the Virgin Islands.

The Special Education Departments of the client-states of Region #13 indicate the paramount need for appropriate and comprehensive testing and curricular prescriptive programs for handicapped youth of this area. Region #13 had not had the benefit of services or funds from a BEH Regional Resource Center prior to June 1974. Accordingly, this area's needs for these services were most urgent.

The State assessments indicate repeatedly that testing and educational evaluation with curricular prescriptions for the individual learners are priority needs. They further indicate that many of those presently being served are in need of improved and more frequent educational evaluation. Unfortunately, of those being served, a very small percentage are actually receiving individually prescribed curricular programs. The very limited educational support programs available within the states also reflect the urgent need for services an RRC program can provide.

Since the funding of the Southeast RRC, many handicapped children have received comprehensive diagnostic services to include medical, psychological, social, educational evaluation, and educational prescriptions who have never received this service previously. Despite the increase in services, recent demographic data indicates that approximately 50% of the handicapped remain unserved.

Technical assistance has been provided to all Region 13 members by the Regional Office (SELRC), with the following areas being the focus of RRC efforts: (1) Utilization of direct service funds, (2) State planning to expand the provision of diagnostic/prescriptive services and educational programming for handicapped children and (3) Training for staff development at the SEA and LEA levels and with LRC personnel. Technical assistance was provided through individual consultation to SEA personnel, LEA personnel and through staff development meetings with SEA's, LEA's, diagnostic agency personnel, associate center personnel, and board of directors. Technical assistance has been provided through staff development workshops for SEA and associate center personnel. Comprehensive assessment and educational programming services were provided to handicapped children through the Direct service program developed by the Southeast Learning Resource Center (SELRC).

Results of these efforts show that there have been changes in state planning and in awareness of the availability of appropriate diagnostic service agencies. In effecting these changes, Region #13 has provided direct services for 1,581 handicapped children. Children were identified who were eligible for services by LEAs, SEAs, parents, etc. The diagnostic and prescriptive profiles obtained through the comprehensive evaluations provided by this program were designed to enable LEAs to service children who, in the past, have received an inadequate education due to the complex nature of their handicaps. The states and intrastate special education service delivery has been improved through the provision of a referral and diagnostic system to deliver services otherwise not available and provided a means of meeting the educational needs of the unserved. The program facilitated the initiation of programs for handicapped children where programs were not in existence or only partially developed.

The state plans now evidence an increased emphasis on full services and provide for implementation of training regarding such services. As a result of the SELRC direct service effort, the following diagnostic centers were identified or established.

Contract No. OEC-0-74-7902

Final Technical Report
of
Southeast Regional Resource Center #13

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Auburn University at Montgomery
Montgomery, Alabama

August 31, 1977

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Education for the Handicapped

PREFACE

Since its inception, the SELRC has voluntarily subscribed to and actively supported efforts toward developing a coordinated endeavor of RRC's under the aegis of the Bureau of Education for the Handicapped. SELRC has aided in the development and implementation of the common workscope being utilized by all of the thirteen RRCs, and has thereby successfully delivered the RRC program within Region 13. Interface contacts have been made for sharing of products, resources and information with the RRCs and the Coordinating Office for RRCs (CORRC).

The SELRC was designed at the outset to interface ALRC/RRC effort within Region 13 to insure a comprehensive service delivery capability to the handicapped children in the member states.

The Region 13 RRC model is based on the flow-through rather than the traditional central office concept. In this mode, Auburn University at Montgomery (AUM) is the prime contractor and subcontracts with the individual SEAs to develop RRC program services which are uniquely designed to meet individual state needs. This is especially important because of the great diversity in state delivery capability, culture and financial base.

The SELRC is especially indebted to the advice and guidance provided by its Board of Directors, the Directors of Special Education of the region, and the Vice-President, Auburn University at Montgomery, the prime contractor.

SOUTHEAST LEARNING RESOURCE CENTER

RRC-13

STATEMENT OF WORK

6/1/74 - 5/31/77

WORKSCOPE AREA 1: STATE PROGRAM DEVELOPMENT

1A: Temporary Support of Experimental or Demonstration Models

1B: Temporary Support of SEA Appraisal and Programming Staff

1C: RRC-Conducted Demonstrations of Appraisal and Programming

1D: Technical Assistance via Consultation, Workshops, etc.

1E: Other Strategies for Stimulating Intrastate/State Capacity

Area 1: State Program Development - SELRC

Element 1B: Temporary Support of SEA Appraisal and Programming Staff.

Introduction: The SELRC has supported SEA appraisal and programming staff by providing information through informal consultation and by hiring on a consultant basis, personnel to accomplish appraisal and programming tasks.

Major Activities: Technical assistance was provided SEA personnel from each state in the region both on-site and at the regional office. Several information packets were assembled and disseminated to each of the region 13 members. The SELRC sponsored Full Services Conference in August 1976 concentrated on the implications of P.L.94-142 with 80 attendees from all states in the region plus CORRC and NCEMMH. The primary objective was the identification of training topics. The design was to conduct two regional conferences with replication of appropriate training options at state and local levels. Two skill level workshops were conducted in the Virgin Islands for diagnosticians and SEA personnel on diagnosis, prescription writing and P.L.94-142. More than 1800 individuals attended the various workshops held.

Results/Conclusion: The use of consultant personnel to support SEA staff has been most important in the island areas of Puerto Rico and Virgin Islands where embryonic programs are just emerging. As a result of the conferences and workshops a greater emphasis on instate training and staff development has become apparent in all of the states of the region.

Recommendations: SELRC personnel should be widely used as consultant/technical-assistance sources throughout the region. Only when in-house expertise is lacking or workloads dictate should non-RRC consultant contracts be negotiated. Intra-regional program staff can and should be utilized to promote program development as much as possible.

Element 1D Summary

Area 1: State Program Development - SELRC

Element 1D: Technical assistance via consultation, workshops and dissemination of appraisal and programming procedures and instruments.

Introduction: A major effort of the SELRC has been in providing technical assistance to the states within the region. This has generally been done by phone between the SELRC staff and the state RRC Coordinator, however, numerous on-site consultations have been held to resolve situations where only face-to-face consultations would suffice. Training workshops have also been conducted by SELRC, however, the majority of state oriented workshops and conferences have been conducted by the in-state RRC person whereas the SELRC workshops have addressed issues of a regional nature.

Major Activities: Q1, 1975, a CORRC assisted workshop was held for SEA personnel based on state identified needs. Q2, 1975, a specialized workshop was planned and conducted for Puerto Rico to expand and improve diagnostic/prescriptive teaching skills of SEA/LEA personnel. In August, 1975, a regional workshop was planned and conducted for SEA and local LRC personnel on techniques of matching diagnostic/prescriptive needs of handicapped children to prescriptive materials and media. Technical assistance was provided in the states for implementing tracking systems at LEA; most states are developing their own unique systems as a result. Continuous consultations have been provided by letter, on-site and by phone to SEA personnel on both appraisal procedures and instruments. Q3, 1976, conducted workshop on IEPs for 120 regional participants. A skill oriented workshop for administrators, psychologists and teachers using *Skill Development Workshop* materials was held, Q4, 1976. Numerous brochures and information packets have been prepared and disseminated on a continuing basis to the region. Over 100 *System FORE* training packages have been disseminated. Forty-seven testing instruments and procedures for providing technical assistance as well as 470 assessment packets for in-state training of assessment teams were acquired and disseminated to state RRCs. Consultant registers were developed which listed approximately 50 names for possible consultant duties.

Results/Conclusions: Technical assistance to the states has become an increasingly important facet of the regional RRC program in the area of IEP development and assessment procedures. States have utilized SELRC resources to obtain assessment materials and services unavailable through SEA auspices. The resultant training has been replicated in the states by SEA personnel to the LEAs. The RRC has been able to provide the states instruments and expertise with a minimum of red tape and delay.

Recommendations: SELRC should continued to emphasize workshops that have a regional (rather than state) impact. State specific workshops or consultations will be provided when state resources or qualified staff are not available to provide needed information and/or expertise. SELRC should continue to act as regional clearinghouse for assessment procedures and instruments. The NIMIS system should provide readily available information once the data base is established.

Area 1: State Program Development - SELRC

Element 1E: Strategies for stimulating and/or developing intrastate and state capacity for child appraisal and education programming.

Introduction: Strategy 1E-04: Develop and implement Direction Center Concept.

The thirteen RRCs were charged with the responsibility of providing direction services to parents of handicapped children and youth. In order to deliver this service with any degree of proficiency, it became necessary to develop a model through which this service could be delivered.

Major Activities: SELRC was awarded a contract in Q1, 1976, to develop and implement the Direction Center Concept as a result of an approved Direction Center proposal. The regional Board of Directors determined that Alabama would be a logical place to develop the model because of proximity to the SELRC. Two sites were established on two different prototype models. The first was the MAE Center which serves a tri-county area at Montgomery. The other, named the ADH Center serves a tri-city area and is located at Decatur, Alabama. Both sites were operational by Q3, 1976. Each center addressed give areas of work-scope activity; (1) agency service base, (2) client service file, (3) outreach, (4) advisory, (5) administration. The general purpose of Direction Services is to provide direction to handicapped children and youth with a proper mix of services to meet the clients' needs and to provide purveyor of such services a reference point from which to proceed. A contract for documentation of the models was completed and the resulting document serves as a model for possible replication.

Results/Conclusions: Direction Services (DSC) has proven to be a valuable tool in hands of skilled professionals to provide service orientation for the handicapped youth of the service area. Because the two sites were demonstration models, modifications to the original concept have not been made when it seemed necessary. The service area of the sites, for example, has proven to be unnecessarily restrictive and the tri-county model seems to provide greater flexibility in operation. During the past operational period, the Direction Service has shown no evidence of circumventing or duplicating existing services. Conversely, the evidence indicates that the DSC compliments and provides for a more effective combination of services to meet the client's needs.

Recommendations: The Direction Services sites in Region 13 are operational and replication documentation has been completed. Changes recommended by the documentation should be implemented in the operating sites and additional sites should be authorized as funds become available.

WORKSCOPE AREA 2: EDUCATIONAL APPRAISAL

2A: Provide Testing for Referred Children

2B: Provide Evaluation for Referred Children

2C: Announce Available Services and Service Criteria thru SEAs

Area 2: Educational Appraisal - SELRC

Element 2B: Provide Evaluations for Referred Persons

Introduction: SELRC initially provided resources and appraisal services to the member states in the implementation of direct services to handicapped youth within the states. As a result of the initial efforts, each of the states within the region has developed a capacity to operate its own appraisal process. Major emphasis has been placed on initial appraisals rather than reappraisals because of expressed client needs.

Major Activities: Direct Services Guidelines were developed by SELRC and provided each state within Region 13. These guidelines have subsequently been adopted by each of the states for client referrals. Because of a lack of qualified professionals, the Virgin Islands were provided four diagnostic teams consisting of a psychologist, physician, speech and hearing specialist, and educational evaluator to provide assessments for 227 previously unserved handicapped children during Q4, 1975. Funding for assessments and administration of direct services to 1200 handicapped youth throughout the region was provided by SELRC through January 1976. After this time, funds were allocated by SELRC to the member states to administer their own direct services programs. As of May 31, 1977, 4972 clients have received initial appraisal services within the region. Reappraisal procedures have also been developed for each of the 8 states by SELRC and as of May 31, 433 clients have received reappraisal services.

Results/Conclusions: Direct services to handicapped youth within the region has proven to be extremely valuable to the states. Without this phase of the RRC program it is doubtful that services to youth of the region could have been provided on anywhere near the same scale with SEA funding. The SELRC initiative in this area proved to be a catalyst which the states needed to gear up their own programs.

Recommendations: Direct services reporting has proven to be a burden to the states. They have the feeling they are spending more time developing records than delivering services. The process needs simplification. Several states have indicated that the direct services monies were one of the most important RRC services available to their handicapped students.

WORKSCOPE AREA 3: EDUCATIONAL PROGRAMMING

3A: Develop Educational Programs for Referred Children

3B: Consult with Schools and other Agencies

3C: Consult with Parents and Teachers at Regional Center

3D: Periodically Reexamine and Reevaluate Programs

WORKSCOPE AREA 4: SHARING RESOURCES

4C: Participate with other RRCs (and ALRC within Same Region)

Area 4: Sharing Resources - SELRC

Element 4C: Participate with other RRCs (and with ALRC within same region) to bring Learning Resource Centers concept to clients in an articulated manner.

Introduction: The SELRC was designed at the outset to interface RRC/ALRC effort within Region 13. Therefore, no formal service agreements exist between the two programs for providing services. Several of the staff personnel are assigned duties half-time on each program thereby insuring a comprehensive service delivery capability to the region.

Major Activities: A newsletter, SELRC NOTES, is prepared by the regional staff on a quarterly basis and sent to all RRC/ALRC/state associate centers within the region. Coordinated ALRC/RRC regional conferences entitled Full Educational Services (August 1976), Individual Educational Programs for Handicapped Children (October 1976) and sponsored Dr. Cawley's Skill Development Workshop (December 1976) were held under joint ALRC/RRC sponsorship. SELRC reproduced and disseminated 50 copies of the Florida developed Educational Plan Game to centers in the region. The Regional Board of Directors visited the Texas ALRC/RRC complexes in April 1976 and were given orientations by both Program Directors and staff. The purpose of the visit was to gain insights into operations of a different regional approach.

Results/Conclusions: SELRC experience has shown that joint service delivery, at least in the case of workshops with common topical interest, is the most cost effective approach in terms of planning, preparation and consultant sub-contracts. SELRC has generally had minimal interface contacts with other RRCs for delivery of services to clients because expertise for delivery exists at both the regional office and within the states served and other regions, as in the Southeast, are oriented more to their regional needs than universal needs.

Recommendations: ALRC interfaces are vital to the success of the RRC program. Without media and materials back-up, the RRC remains a hollow shell. The NIMIS data base is becoming an ever important resource to the RRC program.

WORKSCOPE AREA 5: PROJECT ADMINISTRATION

5A: Maintain Accountability Data Required by Funding Agency

5B: Other Administrative Activities Applicable to Center

5C: Participate in Network Coordination Activities

Area 5: Project Accountability and Administration - SELRC

Element 5A: Maintain accountability data required by the funding agency.

Introduction: From the inception of the RRC program through the present, SELRC has maintained a manual system of accounting for funds and program activities. A major reason for this approach has been the unavailability of adequate computer support from the prime contractor. Early in the program, however, all states in the region adopted the common format for accountability reporting developed by the RRC Accountability and Administration Committee.

Major Activities: A major activity involved in this element was in providing each state with appropriate guidance and forms for maintaining data on costs, hours, and deliverables by strategy. Each state submits a complete quarterly report to SELRC where the data are combined into a consolidated regional report. Although 45 different strategies are monitored, a total number of 168 strategies for service delivery are monitored across the eight state and regional office workscopes.

During the 1974 and 1975 contract period, SELRC administered all direct services expenditures for the region. This was an enormous task and as the states developed their own capacity to manage this facet of the program, responsibility for direct service administration was delegated to each SEA.

Results/Conclusions: The prime-contractor for the present RRC program is now in a position to offer computer services to the SELRC. Accordingly, CORRC has provided the university with program data with which to mechanize data management. The state RRC Coordinators are now familiar with the network formats and procedures as a result quarterly reports are well prepared and contain narrative descriptions to supplement statistical data. At least two of our states have adapted the RRC forms and accountability process to monitor other state funded programs.

Recommendations: Direct services monies should be monitored in overall terms by the regional office, however, specific allocations of funds and approval of services is best handled by individual states.

A coordinating effort such as the Administration and Accountability committee is vital in assuring work is directed within workscope parameters and to provide common formats for use within each of the regions. This will avoid overlapping and redundant reporting of similiar activities.

Area 5: Project Accountability and Administration - SELRC

Element 5B: Administrative activities applicable to center.

Introduction: Although placed under workscope element 5B, the activities and functions described as administrative cut across all workscope areas of the RRC program.

Major Activities: SELRC has held quarterly meetings of the regional Board of Directors with minutes published in each applicable quarterly report. SELRC held a series of planning meetings with parents, clients, consultants, professional staff concerning the creation of a Model Direction Center within the region.

Using the RRC workscope as a memo of offerings, each State RRC Coordinator has written an RRC proposal which is unique to the state's needs. This process was aided by having regional office planning workdays for development of their contract documents. Using the network developed reporting forms, each state submits a complete quarterly report to SELRC where all state and regional office data are combined into a consolidated region 13 report for submission to BEH.

Results/Conclusions: Regional Board of Director meetings provide valuable input to the program, especially in terms of direction since the members of the Board have an overall picture of their state and can direct policy and make decisions based on expressed needs or planning factors.

Results of the Direction Center planning meetings were the creation of two Direction Service Centers in Q2/3 1976. A follow-up planning meeting with all participating staff was held with the outcome being on operational plans and procedures manual.

The quarterly reporting process is well understood by the coordinators who before its implementation had given little or no thought to the process of accountability. They are now well equipped to report their activities on RRC as well as non-RRC programs to agencies requesting such information.

Recommendations: Administrative functions which are oriented toward office maintenance should be separated out from those administrative functions directly related to program delivery. For example, project planning would seem to be better placed under Area 1 than Area 5. A recurring theme from all state directors has been for simplification in reporting requirements so that more time can be devoted to service delivery.

STATE-BY-STATE PROJECT SUMMARIES

ALABAMA

ALABAMA RESOURCE CENTER

FINAL TECHNICAL REPORT

July 15, 1977

ALABAMA

STATE DEPARTMENT OF EDUCATION

Division of Instruction

Program for Exceptional Children and Youth

Montgomery, Alabama 36104

FINAL TECHNICAL REPORT: ALABAMA RESOURCE CENTER

ABSTRACT

The general purpose of the Alabama Resource Center has been to promote the availability of professional expertise in identifying and evaluating children with handicapping conditions. Services provided as a result of funding of this program have furnished information and resources to those handicapped individuals needing assistance and will further serve as a model for further development of comprehensive programs through the following objectives:

1. To assist schools and other appropriate agencies, organizations, and institutions in implementing prescriptive educational programs to meet the needs revealed by testing and evaluation.
2. To track the progress of each child for whom educational programs have been designed.
3. To provide upon the completion of evaluation, a curricular prescription for use by the LEA in planning the individual educational program of the learner.
4. To demonstrate the most promising current methods of appraising the special educational needs of children.
5. To expand already existing and develop more comprehensive evaluative services to handicapped children and youth.
6. To provide testing and educational evaluation for children in Alabama with unusual or complex handicaps.

During the funding period of June 1, 1974, to May 31, 1977, the Alabama Resource Center continued employment of a coordinator and a staff secretary. A total of two hundred eleven (211) handicapped children have received evaluations and IEP's during this period. Ninety-one (91) received reevaluations.

Alabama Resource Center Abstract

A total of four (4) statewide workshops, two (2) regional and four (4) diagnostic center workshops were sponsored by the Resource Center in both assessment and programming areas.

AREA 1: State Program Development

Element 1A: Provide intrastate diagnostic evaluation and prescriptive programs service development

Introduction: The intention of this element was to develop implementation procedures for orientation of center services.

Major Activities: State program development became active in July 1975, with the employment of a state coordinator and a secretary. Orientation of center services was then implemented through intensified efforts by the use of memorandums and brochures to all LEA's and state consultants of the Program for Exceptional Children and Youth. A News Release was made to all daily and weekly newspapers in the state. Orientation sessions continue to be implemented on a continuous basis to in-service groups and to state and regional workshop participants including special education teachers, coordinators, and/or administrators. LEA's have been provided with information needed to develop and utilize direct assistance and upon request they have been given any additional information necessary in implementing program service.

Results/Conclusions: As a result of orientation, implementation and awareness of services, all one hundred twenty-seven (127) LEA's and other appropriate agencies utilize available information and assistance in assessment and program procedures. The direct assistance program has been utilized for two hundred eleven (211) individual diagnostic prescriptive evaluations and ninety-one (91) reevaluations.

Recommendations: It is recommended that orientation of center services be maintained on an ongoing basis.

AREA 1: State Program Development

Element 1D: Technical assistance via consultation, workshops and dissemination of appraisal and programming procedures and instruments

Introduction: This element included state program development activities for LEA's, institutions of higher education, participating diagnostic centers and other appropriate agencies and institutions. Technical assistance in child appraisal and educational programming procedures were provided.

Major Activities: The following activities were conducted: A statewide workshop for special education coordinators on Individualized Educational Programs (Montgomery, Alabama, January 1976); a statewide training institute for psychologists, psychometrists, diagnosticians and diagnostic center representatives on Nondiscrimination in Testing and Evaluation (Montgomery, Alabama, October 1976); a statewide workshop for special education teachers on Individualized Educational Prescriptions (Montgomery, Alabama, November 1976); a statewide training institute for psychologists, psychometrists, diagnosticians and diagnostic center representativies conducted in two sessions on Instruments and Procedures for Assessment of Handicapped Children and Youth (Montgomery, Alabama, January 1977 and March 1977); (Six (6) assessment instruments and reproduced copies of COMRC's Preschool Test Matrix were provided to each of the LEA's on loan basis after training was received); procedure development workshops for five (5) participating diagnostic centers (Montgomery, Alabama, March 1976, May 1976, June 1976, Auburn, Alabama, March 1977); a workshop for thirty (30) severe/profound projects on Learning Activities Profile (Tuscaloosa, Alabama, January 1976); a regional workshop on the Incorporation of Materials with IEP's (Montgomery, Alabama, February 1976).

AREA 1
Element 1D

Results/Conclusions: As reported by the State Department of Education area specialists and local coordinators of special education, these training sessions and workshops resulted in many local follow-up in-service programs being conducted. It is evidenced by the extensive use of forms, instructions, and suggestions that the conferences on Individualized Educational Programs and Assessment had great impetus over the state. Many additional requests for forms and materials have been received by the presenters. As a result of these activities, there was increased awareness of needs but also more expertise and confidence in making assessments and programming for all handicapped children.

Recommendations: It is recommended that efforts be maintained to continue statewide, regional and local training as needs assessments indicate. It is also recommended that needs assessment procedures be established and implemented.

AREA 2: Educational Appraisal

Element 2A: Educational appraisal through the securing of referrals and screening

Introduction: This element has been met through the combined efforts of the LEA and the Alabama Resource Center. Each LEA has the responsibility of identifying on a select basis the handicapped children and youth needing and/or qualifying for direct assistance through the Alabama Resource Center program.

Major Activities: The LEA's have referred four hundred seven (407) children who have been screened for direct assistance by the Alabama Resource Center. A selected screening committee of professional people screened the referrals, approved and assigned three hundred forty-five (345) children to the appropriate diagnostic center that could best meet their needs.

Results/Conclusions: As a result of securing referrals and conducting screening the LEA's and the Alabama Resource Center have been made aware of the great need for these services. The Alabama Resource Center, LEA's and other agencies have coordinated their efforts to see that the children with unusual or complex handicapps of Alabama receive the benefits of the direct assistance program. A total of three hundred forty-five (345) children were approved for service.

Recommendations: It is recommended that the securing of referrals and the conducting of screening be continuous due to the great need of handicapped children in Alabama. It is also suggested that the LEA's and the Alabama Resource Center continue to combine their efforts to deliver services to these children through this specialized program.

AREA 2: Educational Appraisal

Element 2B: Conduct appraisals and reappraisals as a result of program evaluation

Major Activities: To conduct appraisals and reappraisals, five (5) diagnostic centers were approved to assess and program the children referred by the Alabama Resource Center. Appraisal and programming procedures have been developed cooperatively between the Alabama Resource Center and participating diagnostic centers to develop an educational plan that meets required criteria. Forms have been developed to implement efficiency in delivering service between these centers, the LEA's and the Alabama Resource Center. Two hundred eleven (211) children out of three hundred forty-five (345) approved referrals received direct assistance through the Alabama Resource Center program. Ninety-one (91) children received reevaluations with a revised and up-dated IEP. When evaluation reports are completed by a diagnostic center a selected committee of State Department of Education staff members reviews the reports and individualized education program for approval.

Results/Conclusions: The results of the combined efforts of the Alabama Resource Center and diagnostic centers working toward a common goal for handicapped children have improved the total special education program in the state. The extensive efforts of the Alabama Resource Center to promote and plan a system for conducting appraisals and reappraisals have resulted in delivering a much needed service to the individual child as well as to the local school systems. The individually planned programs will enable the local system to offer more appropriate educational programs to those assessed. These evaluative/prescriptive reports serve as models in planning for all handicapped children.

Area 2
Element 2B

Recommendations: It is recommended that appraisal and reappraisal procedures be continued until our local systems develop the capacity to meet the needs of our handicapped children and youth in Alabama. Through the existing process the handicapped children and youth of our state are receiving expanded and improved educational programs.

AREA 3: Educational Programming

Element 3A: (1) Develop individualized educational programs

(2) Revise or redevelop programs as a result of program evaluations

Major Activities: After appropriate comprehensive evaluations were made by approved diagnostic centers for two hundred eleven (211) children, individualized educational programs were developed. Ninety-one (91) reevaluations were completed and resulted in revised and up-dated educational programs. The prescriptive reports were reviewed for approval by appointed State Department of Education specialists before forwarding to the referring LEA. Consultation and T/A is ongoing for diagnostic centers as the need arises.

Results/Conclusions: Individual educational programs not previously available have been designed for those with unusual and complex handicaps that could not be adequately assessed and programmed at the local level. These IEP's have brought about more and better services to these children. The diagnostic prescriptive reports also serve as models for those working in the field of special education.

Recommendations: It is recommended that the direct assistance program continue to provide services for children with unusual or complex handicaps until local systems are self-sufficient in this type assessment and programming.

FINAL TECHNICAL REPORT: ALABAMA RESOURCE CENTER

CONCLUSIONS AND RECOMMENDATIONS

The general purpose of the Alabama Resource Center is to promote professional assistance in evaluating and programming handicapped children. The evaluation techniques that are used serve as a model for refining assessment skills of diagnostic centers and school personnel. This area has been supported by training sessions and workshops for diagnostic center personnel and for those responsible for assessments at the local or IEU level. The programming model has aided the LEA's, IEU's and other agencies in developing new or modifying old curriculum areas to meet individual needs. This impact has been made by involving teachers, coordinators, principals, superintendents, university personnel, diagnostic center personnel and State Department of Education personnel in successful training workshops in both appraisal and programming procedures and instruments. Four (4) statewide workshops increased awareness and provided impetus for state planning through all one hundred twenty-seven (127) LEA's and other appropriate agencies. A total of four hudnred twenty-seven (427) persons registered and participated in these conferences. Two (2) regional workshops and four (4) diagnostic center workshops were held for ninety-six (96) participants.

The following workshops were sponsored by the Alabama Resource Center:

1. January 15-16, 1976, statewide workshop, "New Ideas in IEP's", one hundred nine (109) participants, Montgomery, Alabama.
2. January 26-27, 1976, regional workshop, "Learning Activities Profile", thirty (30) participants, Tuscaloosa, Alabama.
3. February 9, 1976, regional workshop, "Reading - Materials and Media to Develop IEP's", twenty-seven (27) participants, Auburn University at Montgomery, Montgomery, Alabama.

4. October 21-22, 1976, statewide workshop, "Nondiscrimination in Testing and Evaluation", eighty-eight (88) participants, Montgomery, Alabama.

5. November 12-13, 1976, statewide workshop, "Individual Educational Programs", one hundred nine (109) participants, Montgomery, Alabama.

6. January 24, 1977, and March 4, 1977, statewide workshop, "Instruments and Procedures for Assessment of Handicapped Children and Youth", one hundred twenty-one (121) participants, Montgomery, Alabama.

   Training was provided for the following six (6) assessment instruments which were than made available on loan basis to each LEA:

   a. Columbia Mental Maturity Scale Kit.
   b. Pupil Record of Educational Behavior Kit.
   c. Detroit Test of Learning Aptitude.
   d. AAMD Adaptive Behavior Scale - Public School Version.
   e. Peabody Individual Achievement Test - Volume I & II.
   f. Key Math Test.

   (Preschool Test Matrix - developed by CORRC - reproduced by Alabama Resource Center and disseminated to LEA's.)

7. March 3, 1977, March 18, 1977, May 10, 1977, and June 10, 1977, Diagnostic Center workshops, "Policies and Procedures for Diagnostic Evaluations and Individual Educational Programs", thirty-nine (39) participants, Auburn and Montgomery, Alabama.

Through other Program for Exceptional Children and Youth workshops program time was allowed for awareness sessions of the Alabama Resource Center program, policies and procedures for the delivery of service.

Through the direct assistance program, during the period of time from June 1, 1974, through May 31, 1977, the following major accomplishments have been made:

1. Five (5) diagnostic centers have been approved to evaluate and program children with unusual and complex handicaps.
2. Four hundred seven (407) referrals were received by the Alabama Resource Center.
3. Three hundred forty-five (345) met established criteria and were approved for service by the screening committee.
4. Two hundred eleven (211) kept appointments to receive comprehensive diagnostic prescriptive reports.
5. Ninety-one (91) children have been reevaluated and provided with a revised, updated individualized educational program.

Tracking procedures implemented for those children receiving service have consisted of on-site visits, tracking forms being filled out by teachers and tracking forms being completed by the State Department of Education regional specialists. For the two hundred eleven (211) evaluated a total of two hundred fifty-five (255) forms have been received and twenty-eight (28) on-site visits have been made by the Alabama Resource Center Coordinator.

FLORIDA

FINAL TECHNICAL REPORT

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS
FLORIDA REGIONAL RESOURCE CENTER

Feb. 1, 1976 - May 31, 1977

Contract No. OEC 74-7902

Project Director: ______________________
Project Officer: ______________________
Branch Chief: ______________________
(Learning Resource Branch)

FINAL TECHNICAL REPORT: FLORIDA REGIONAL RESOURCE CENTER

ABSTRACT

1. Objectives:

The general purpose of the project was to promote the availability of professional expertise in evaluating children with handicapping conditions. Indepth evaluations provided for more appropriate educational programming for children who previously had not received an education or who had received an inappropriate education due to the complex nature of their handicaps.

Operational objectives included:

1. Providing service information and client case management to LEA's through the Florida Diagnostic and Resource System;
2. Providing indepth evaluations;
3. Providing reappraisals in the event that the student did not evidence educational progress or the educational prescription was inadequate;
4. Tracking the progress of each child for whom educational programs have been designed;
5. Acquiring appraisal and programming procedures and instruments for project and regional center reference;
6. Performing necessary management functions including program and fiscal monitoring, reporting, professional development, and network coordination tasks.

2. Accomplishments:

1. The RRC service directory, including criteria, procedures and forms was completed and disseminated
2. Requests for indepth evaluations for 161 clients were received. One hundred twenty-four (124) evaluations were approved and completed
3. Four requests for reappraisal were approved and completed
4. Clients who had received evaluations through SELRC or the RRC project were scheduled for tracking. Tracking reports were reviewed and follow-up contacts completed. All activities were aimed at determining appropriateness and implementation of the prescribed program.

5. Appraisal/programming instruments and procedures were received and processed for distribution to Regional Diagnostic and Resource Centers

6. Management functions were established and carried out

3. Conclusions:

Each operational objective has been successfully implemented and noteable accomplishments have been achieved through the cooperative efforts of LEA personnel, Regional Diagnostic and Resource Center personnel, parents, diagnostic center personnel, and the project staff.

4. Recommendations:

Efforts should be made to continue project functions with particular emphasis on further improving the utility of diagnostic data for educational planning purposes. Extensive involvement of diagnostic center personnel and LEA personnel will be necessary to accomplish this objective.

Area 1: State Program Development

1. Element 1D: Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments

2. Major Activities:

   A needs survey was conducted with the 18 Regional D&R Centers and 15 FLRS offices to determine appraisal/programming instruments and procedures necessary to expand and improve reference materials available to professionals evaluating clients with handicapping conditions. From this survey, project staff selected and approved for purchase appraisal and programming instruments. Upon receipt of the material, each piece was processed for project use and for distribution to Regional D&R Centers.

3. Results/Conclusions:

   Two hundred fifty-one (251) appraisal/programming instruments or procedures were received, processed and distributed. Regional D&R coordinators are now completing and disseminating product bibliographies to LEA diagnostic personnel and are providing access and property control. Instruments and procedures for use by the project staff are housed in the Clearinghouse/Information Center, Bureau of Education for Exceptional Students.

   Acquisition of appraisal/programming instruments and procedures has provided needed reference material for professionals evaluating clients with handicapping conditions. Particular improvement in the availability of instruments has been noted in the low prevalence areas, in multiply handicapped and in infant appraisal and in the availability of instruments and procedures to assist in the implementation of non-biased assessment.

4. Recommendations: Efforts should continue which will assure that professionals responsible for the evaluation of clients with handicapping conditions have access to reference materials which will enhance and expand their evaluation competencies.

Area 2: Educational Appraisal

1. Element 2B: Provide evaluation for referred children

2. Major Activities:

The Florida Regional Diagnostic and Resource System, comprised of 18 offices serving all 67 local education agencies, was utilized for generation and management of referrals and service delivery. Project staff received, reviewed, and approved requests for evaluation services. Evaluations were performed by five (5) approved diagnostic centers within Florida and Ochsner Clinic in New Orleans, Louisiana. Project staff reviewed evaluation reports and approved payment for services.

3. Results/Conclusions:

One hundred twenty-four (124) clients with severe and complex handicapping conditions received comprehensive evaluation services. Such services included:

1. Medical examination and referral for medical treatment
2. Psychological evaluation
3. Educational diagnosis and prescription(s) specifying:
    a. academic and social entry levels
    b. both short and long term student objectives
    c. student learning characteristics
    d. methods and materials for instruction
    e. evaluation procedures with a time line to determine the effectiveness of instruction

In many instances, the Regional Diagnostic and Resource Center coordinator participated in the staffing. All centers afforded parents the opportunity to review and discuss evaluation findings.

Evaluation reports were submitted to the project director and to the referring Diagnostic and Resource Center coordinator. The Regional Diagnostic and Resource Center coordinators have delivered the evaluation reports to the referring LEA and assisted professionals and parents in interpretation and planning for programming.

Quantity and quality of evaluation services for clients with severe and complex handicapping conditions have been enhanced through project activities.

4. Recommendations:

Efforts should be made to assure the continued availability of comprehensive evaluation services to clients with multiple and complex handicapping conditions. Such services are costly and are not ever likely to be totally assumable by LEA's or parents but are required in order to assure appropriate educational programming.

Area 2: Educational Appraisal

1. Element 2C: Announce available services and service criteria through SEA's

2. Major Activities:

   Procedures utilized previously by the Florida Regional Diagnostic and Resource System to receive client evaluation services directly from SELRC were reviewed. Necessary revision and expansion of procedures were detailed and installed in order to provide evaluation services directly from the project located within the Florida Department of Education, Bureau of Education for Exceptional Students. The "Florida Regional Resource Center Project Guidelines: Direct Assistance to Exceptional Individuals," including criteria, procedures and forms, was produced and provided to local directors of exceptional student programs, Regional Diagnostic and Resource System coordinators, and diagnostic center personnel. Revision of procedures and forms was effected as needed to enhance management and data collection. Meetings held with D&R coordinators included review and discussion of all aspects of the project. Additional announcements of service occurred through semi-annual meetings of LEA directors, the Bureau of Education for Exceptional Students Newsletter, Florida Learning Resource System Newsletter, and direct correspondence from D&R coordinators to teachers.

3. Results/Conclusions:

   Broad dissemination of information regarding available services and service criteria resulted in receipt of 161 requests for service from both urban (84) and rural (77) school districts. Requests for services were generated through 16 of the Regional D&R Centers representing approximately 45 different local education agencies. Appropriateness of requests was evidenced through the approval of 128 requests which were judged as meeting service criteria.

4. Recommendations:

   Announcement of available service and service criteria should be broad and continuous in order to generate requests. Criteria for service should be concisely and clearly stated in order to generate appropriate requests.

Area 3: Educational Programming

1. Element 3D: Periodically re-examine and re-evaluate programs for client-children

2. Major Activities:

   Procedures and forms previously utilized by Regional D&R Center personnel to implement quarterly tracking of clients who had received evaluation services directly through SELRC were reviewed. Necessary revision and expansion of procedures and forms were detailed and installed in order to provide quarterly tracking of clients receiving evaluation services through the project located within the Florida Department of Education, Bureau of Education for Exceptional Students. Procedures and forms were included in the "Florida Regional Resource Center Project Guidelines: Direct Assistance to Exceptional Individuals".

   Procedures and forms were revised as needed. All users were notified in writing of such changes.

   Regional D&R Center personnel provided direct contact with local directors of exceptional student programs and exceptional student teachers. In many instances direct observation of clients was conducted to further assess appropriateness and implementation of the prescribed program.

3. Results/Conclusions:

   Fifty-three (53) RRC clients were scheduled for tracking during the period February 1, 1976 - May 31, 1977; 40 reports were received and reviewed. Two hundred seventy-five (275) clients served through SELRC were scheduled for tracking during the same time period. One hundred thirty-nine (139) reports were received and reviewed. Follow-up contacts to maximize utilization of tracking data were completed.

   Tracking data provided for adequate measure of the appropriateness and implementation of prescribed programs.

4. Recommendations: Service delivery models must necessarily contain this type of component as a measure of true effectiveness. Efforts should be made to expand strategies for collection, analysis and utilization of client tracking data.

Area 5: Project Administration

1. Element 5A: Maintain accountability data required by the funding agency

2. Major Activities :

   Management logs were developed to assist in monitoring the flow of processing of referrals, service delivery, payment for services and tracking of student progress. The format of the logs provides for efficient summarization of program data at any point in time for both internal and external use. Necessary forms were attained and flow of data was established in order to accomplish payment for services and to receive monthly financial reports from the DOE Comptroller, Division Budget Office, etc. Internal financial records were structured and maintained.

3. Results/Conclusions:

   Monitoring procedures provided sufficient program and fiscal data to measure progress toward attainment of project objectives.

4. Recommendations: Monitoring procedures should be structured to provide for both the accountability data required by the funding agency and data which is meaningful to other key personnel involved in the service delivery process, i.e., local directors of exceptional student programs, diagnostic center personnel, etc.

Area 5: Project Administration

1. Element 5B: Other administrative activities applicable to center

2. Major Activities:

   Program and fiscal reports were made available to the Bureau of Education for Exceptional Students staff, Regional Diagnostic and Resource Center coordinators, and diagnostic center personnel as needed. Program data were reported to local directors of exceptional student programs through the Bureau of Education for Exceptional Students Newsletter and semi-annual meetings. Regional Diagnostic and Resource Center coordinators reported program data to local exceptional student education directors through Coordinating Council meetings and D&R Newsletters. Accountability data were reported to SELRC as required.

   Participation in professional development activities by the project staff, Regional Diagnostic and Resource Center coordinators, and local education agency personnel was limited. The SEA Consultant attended and presented at two SELRC Full Services Conferences, the Midwest RRC Conference on Educational Planning, and the SELRC Regional Conference on Educational Planning. The contracted RRC Consultant attended and participated in the SELRC Full Services Conference.

   The SEA Consultant coordinated the selection of a team from one Florida district to receive training at the SELRC Skill Development Workshop and conducted follow-up activities with the team.

3. Results/Conclusions:

   Project reporting has provided adequate data regarding the contract and results of the project. Few professional development activities were sponsored by SELRC or other RRC's. The project staff was provided with some additional opportunities through the SEA at no cost to the project.

4. Recommendations:

   The need for professional development activities and strategies to meet identified needs should be reassessed, developed, and implemented.

Area 5: Project Administration

1. Element 5C: Participate in network coordination activities

2. Major Activities:

Liaison with other network units and participation in network unit meetings has been fulfilled as requested by SELRC. The SEA Consultant attended the RRC/ALRC work session regarding follow-up training on the regional educational planning conference.

The SEA Administrator participated in two SELRC Board of Directors meetings.

Limited liaison has also occurred via communications regarding clients moving from Florida to another state.

3. Results/Conclusions:

Few opportunities for participation in network coordination activities were available through SELRC or were generated by individual network units.

4. Recommendations:

The need for network coordination activities and strategies to meet identified needs should be reassessed, developed, and implemented.

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GEORGIA LEARNING RESOURCES SYSTEM
RRC COMPONENT

RRC FINAL RECHNICAL REPORT

Period Covered: June 1, 1974 -
May 31, 1977

Submission Date: July 15, 1977

Herbert D. Nash
Project Director

FINAL TECHNICAL REPORT: GEORGIA
June 1, 1974 - May 31, 1977

ABSTRACT

The Regional Resource Center (RRC) component of the Georgia Learning Resources System is designed to provide support services for teachers of handicapped children through the following major project objectives.

1. Establishment of a system for the delivery of psychological and educational evaluation to determine the special education needs of handicapped children whose needs cannot be adequately met through LEA resources.

2. Development of a statewide capacity to meet the educational evaluation and prescriptive program needs of handicapped children.

3. Demonstration of the most promising methods of appraising the special education needs of children as a means of providing the competencies needed by professional staff to meet those needs.

In order to achieve these objectives, the state has contracted with various private agencies to deliver comprehensive evaluations and instructional prescriptions for severe and multiply handicapped children. Approximately 500 children have received services through this program since its initiation in 1974.

Other support services for staff development and pupil tracking have been provided by LLRCs within each center's local service area. The interface of the ALRC and RRC program components has enabled the state to provide a statewide referral and tracking system for the severely handicapped, and LEAs have direct access to materials, media, training, and other backup services for implementing the instructional strategies.

Fiscal problems have been a major constraint in implementing the project objectives. It is, therefore, recommended that the fiscal management of the project be transferred to the LEA level since it has been so difficult to process referrals through state contracting procedures.

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
IC-01	Conduct demonstrations in appraisal and educational programming techniques.	Appraisal demonstrations conducted at LLRCs and by sub-contracted agencies providing diagnostic services to referred children.	Approximately 4,000 educators received training in innovative methods of handicapped pupil evaluation and prescriptive programming.	Demands for this type of training has increased as a result of IEP requirements imposed by P.L. 94-142. It is recommended that future program emphasis should be placed in this area.
ID-01	Provide technical assistance in consultation services.	Consultations have been provided at both state and LLRC levels for an average of 32 requests each quarter. Key persons receiving assistance are LEA staff, parents, professional groups, and pre-service teachers.	Individuals working with handicapped children have had ready access to information for planning special education services.	Additional staff is needed to provide more direct contact with educators, particularly those serving severe and profoundly handicapped children in institutional settings.
ID-03	Disseminate information on appraisal and programming procedures and instruments.	Each LLRC has desseminated quarterly newsletters in which information of interest to special educators is published. A video tape collection demonstrating exemplary teaching techniques is available for loan statewide. Periodic staff develpment calendars have been disseminated and in-service training programs for appraisal and prescriptive techniques held in each of the 16 LLRCs.	The GLRS network has served as a vehicle for statewide information dissemination relative to specialized instruments and procedures for diagnosing and educating the handicapped.	As training progresses for IEP development, there will be further demand for information on materials and procedures available for use. This is an important element, and continued provision should be made in the new RRC workscope for its inclusion.

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
ID-04	Acquire appraisal and programming procedures and instruments necessary for technical assistance to SEA/LEA.	Various types of assessment instruments have been purchased and included in the collection of each LLRC. Demonstrations have been provided through workshops, seminars, and conferences for school psychologists, teachers, and other educators. Emphasis has been on informal assessment leading to development of educational prescriptions.	Educators may borrow assessment instruments and receive instruction in their use.	Continued funding will be needed to update assessment instrument collections and to make them available to the many educators charged with IEP development.
IIA-01	Secure referrals for direct services program.	A set of procedures was jointly developed by SEA and LLRC for referral and tracking of children referred.for direct services. Over 500 children have been referred for services during the project period.	Direct diagnostic services have been provided and prescriptive programs developed and submitted to LEAs.	This aspect of the RRC program has received the most positive response from LEAs. Its continuation is vital if Georgia is to meet the unique evaluation needs of children with complex handicapping conditions

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
IIB-01	Conduct appraisal	20 diagnostic agencies were identified as having potential to serve children referred for direct services through a special survey. The State Board of Education entered into contract with these agencies to provide the needed services. Approximately 500 children were referred for comprehensive evaluations.	Appraisal/prescriptive profiles were made available to LEA placement committees for making placement and programming decisions	It is recommended that the fiscal management of this project component be re-assumed by SELRC.
VA-01	Monitor program activities	Periodic site visits were made to LLRCs and staff development activities. Project activity reports were submitted to the SEA by each LLRC on a quarterly basis. Quarterly meetings were held for all LLRC staff as a means of receiving inputs into future needs and plans.	The GLRS RRC program has had significant impact on the state's ability to identify programmatic directions and strategies. The network approach has strengthened communication between professionals concerned with educating the handicapped.	Program support for the network function needs to be a priority in future RRC workscopes. This minimizes fragmentation and costly duplication of services.

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF MAJOR PROJECT SUCCESSES/IMPACT ON SPECIAL EDUCATION DELIVERY SYSTEMS

The inclusion of the RRC component in the GLRS workscope has served to provide diagnostic and prescriptive services to those children who otherwise would not have received comprehensive evaluations required for determining placement. The program has provided a state capacity for determining needs of low incidence populations which heretofore had no fiscal advocate. Of special significance in the impact the project has had in rural and remote areas of the state. In these areas it is difficult to find professionals who can deliver the specialized diagnostic services required by the populace, and the provision of funding for contracting needed services has helped to bridge a critical gap.

The project has also provided the impetus for a variety of staff development efforts, particularly the training of teachers to conduct informal diagnoses and develop educational prescriptions. The provision of funding for the purchase of appraisal instruments for training has enabled educators to have "hands on" experience in testing and instructional programming in all areas of the state.

Through this project approximately 500 children have been referred for direct services and an estimated 100,000 children have received indirect project benefits through the staff development component.

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FINAL TECHNICAL REPORT

Prepared by
Regional Resource Center
Louisiana State Department of Education
Baton Rouge, Louisiana

William Brooks, RRC Coordinator
July 13, 1977

FINAL TECHNICAL REPORT: RRC (LOUISIANA)
January 1, 1975 - May 31, 1977

ABSTRACT

Since January 1, 1975 the State of Louisiana has been involved in providing interdisciplinary assessment and prescriptive services to handicapped children ages 0-3 or up to school age. An initial model was replicated at other centers throughout the state.

Interdisciplinary evaluations composed of psychologicals, educational, speech, social, and medical assessments were conducted for each handicapped child evaluated. Individualized prescriptions for remediation and positive intervention were provided in follow-up procedures between parents, social workers, and intervention coordinators visiting homes or centers where evaluated children were located.

In addition to the infant testing in January of 1977, a series of four training sessions on IEP's were held involving a total of 150 people: 50 teachers, 45 diagnostic team personnel, 40 parents, principals, and 16 speech and hearing consultants. The latter were specifically trained in the PICAC, a clinical test used by speech therapists.

The RRC program remained dormant from February 1, 1977 until July 1, 1977 due to a legislative hold on monies.

However, as of July 1, the 0 to 3 evaluation programs have been reactivated and a total of 75 children will have been evaluated and their IEP's written by September 1, 1977.

The 0-3 children who have received evaluations have benefited from the assessments of their strengths and deficits. Early training, as prescribed in the IEP's has been discussed with parents who have assumed the responsible role for working with the children in basic areas of identified need. The IEP will also be useful for placement and remediation upon entering education programs.

Area I: State Program Development

Element 1A: Temporary Support Of Experimental Or Demonstration Models For Appraisal And Programming

Introduction: A steering committee to aid in development of in-house activities related to the RRC program was established and experimental models for appraisal were realized through this element.

Major Activities: An experimental model for evaluation of 0-3 children was developed and implemented at the following seven locations:

Intermediate Educational Unit (Ochsner Clinic, New Orleans),
University Diagnostic Centers (University of Southwestern Louisiana; Nicholls State University; McNeese State University; University of Northwestern Louisiana)
Local Education Agencies (Calcasieu and Ouachita Parishes)

Results/Conclusions: Once the model centers were established in the various geographic areas an awareness and referral system was initiated. Citizens of the community became aware of the services via the local educational agencies and continuous contact was maintained through the special education supervisor in the area.

Recommendations: It is recommended that the steering committee should focus its attention on the maintenance of a consistent statewide model of reporting and delivery of services.

Area I: State Program Development

Element 1D: Provide Technical Assistance Via Consultation Services

Introduction: The coordinator's office will provide consultative services and is responsible for dissemination of pertinent information concerning RRC activities.

Major Activities: Fifty documented requests for consultative services were honored by the coordinators office. Two packets of testing information dealing with infant appraisal were developed and disseminated to each satellite center.

Results/Conclusions: As a result of the distribution of the packets, the satellite centers were apprised of current trends and tools specifically dealing with the appraisal of young children. Through the "ripple effect" this information was disseminated to the members of the multidisciplinary team housed at the satellite center.

Recommendations: Before termination of the present RRC contract, a committee composed of center directors and team members from the satellite centers, should design a packet based on their experiences of the most effective tools and techniques for evaluating young handicapped children.

Area I: State Program Development

Element IE: Conduct Intrastate Work On Behalf Of State To Expand Services

Introduction: Early in the contract period it became evident that in order to achieve more comprehensive delivery of services, subcontracts would have to be awarded.

Major Activities: The University of Southwestern Louisiana was subcontracted to serve as the model and facilitator for the satellite centers. The Regional Resource Center and staff were housed on that campus. Seven satellite centers were established in various georgraphic areas of the state under the direct supervision of the University of Southwestern Louisiana.

Results/Conclusions: The satellite centers consisting of multi-disciplinary teams were established throughout the state.

Recommendations: Based upon the experience gained during this funding period, it is definitely recommended that the Regional Resource Center be housed at the state education agency.

Area II: Educational Appraisal

Element IIA: Provide Testing For Referred Children

Introduction: Procedures for securing referrals were developed and distributed throughout the state.

Major Activities: Each satellite center received the referral form which they duplicated for use in their geographic area. Letters to pediatricians, contacts with State Agencies, and meetings with state directors of Special Education Centers provided for continued referral resources.

Results/Conclusions: Through the use of citizen education, the state is aware of the fact that evaluation for this young population does exist at specific centers throughout Louisiana.

Recommendations: The mailing list for professionals in both education and medicine, parents, and concerned citizens should be updated and maintained.

Area II: Education Appraisal

Element IIB: Provide Evaluation For Referred Children

Introduction: This element introduces the child and parents into the multidisciplinary evaluation process.

Major Activities: Approximately 300 appraisals and reappraisals when specifically requested, and accompanying IEP's were written on young handicapped children during this funding period. The complete staffing consisted of an educational consultant, a speech and hearing consultant, a social worker, a psychologist, and a pediatrician.

Results/Conclusions: This program partially filled a recognized need throughout the state. Of major signifiance was the parental involvement which resulted in not only direct benefits to child and parents but to the community as a whole.

A comprehensive filing and reporting system was established on all cases.

Recommendations: A minimum of at least two centers for the evaluation of the 0-3 handicapped population should be maintained.

Area II: Educational Appraisal

Element IIC: Announce Available Services And Service Criteria Through SEA'S

Introduction: Dissemination of RRC information was provided through meetings of the state Competent Authority Center Directors.

Major Activities: The proposals and the quarterly reports were shared with agencies and offices of the state director (Assistant Superintendent) of Special Education.

An additional avenue for information dispersal was provided through the center directors meetings. Again the "ripple effect" was produced by the dissemination of information through the center directors to the LEA's in their geographic areas.

Results/Conclusions: The LEA supervisors of Special Education throughout the state were kept abreast of the RRC's programs. Also the university personnel in regular and special education were informed primarily through the fact that several centers were located on college campuses.

Recommendations: Results strongly suggest that a quarterly or semi-annual newsletter containing pertinent information on the activities of the RRC be distributed statewide.

Area III: Educational Programming

Element IIIA: Develop Long, Short, And Intermediate Range Educational programs for referred children.

Introduction: An educational plan was written for each evaluated handicapped child.

Major Activities: For each evaluated child an educational program based on the data was developed. These programs provided parents and/or educators with valid and expert outlines for guiding the child's educational development.

Results/Conclusions: Due to the evaluation and educational prescription for each child diagnosed, effective early intervention was made possible.

Recommendations: For those children who do not have a formal education facility available, the educational prescription should be primarily concerned with education with the home enviornment to be supplemented by ancillary services.

Area III: Educational Programming

Element IIIB: Consult With Schools And Other Agencies Relative To Programming

Introduction: Consultant services related to specific prescriptions are offered to parents and/or other relevant persons throughout the state.

Major Activities: Social workers conducted follow-upservices to interpret results and offer implementation suggestions for the prescribed programs.

The prescribed programs were further implemented through home or agency visits by the intervention coordinator.

Results/Conclusions: Implementation of programs was made possible through agency or parental intervention as a result of evaluation and consultative services.

Recommendations: Follow up by social workers with the parents on the implementation of the education plan should be monitored for at least six months.

MISSISSIPPI

Final Technical Report

Mississippi Resource Center
Mississippi State University

August, 1974 - May, 1977

July, 1977

Mississippi State Department of Education
Jackson, Mississippi

Project Director: Cynthia Beattie
Cynthia Beattie

Abstract

The Mississippi Resource Center was the state's pilot project in the establishment of a Learning Resources System. The Mississippi Resource Center was designed with a multi-disciplinary staff to provide diagnostic evaluations for referred children/youth from the LEAs and from this collected data, prepare written individualized educational plans to meet the specific learning needs of the client. Another component of the project was to provide the LEA staff with in-service training workshops and consultative services. An additional funding source provided instructional materials to be matched with the IEPs.

A referral system was developed along with policies and procedures of the Center. This information was disseminated to the LEAs.

A testing project was conducted and all LEAs in the Mississippi Resource Center service area qualified their own local examiners to serve on the Mississippi Resource Center/Mississippi State University Regional Screening Team. This project has brought organization, continuity and generally up-graded evaluation services in the LEAs. This project has been replicated by the state-funded Centers thus up-grading testing policies and procedures statewide.

In-service training has been provided to the LEAs in the writing of the IEPs and to date, LEA personnel are now able to provide educational plans most effectively.

A series of Non-Biased Assessment Workshops was conducted statewide to prepare other Regional Screening Teams for Federal law requirements.

The Mississippi Resource Center project has initiated and developed policies, procedures and materials for the Mississippi Learning Resources System to establish and upgrade services for handicapped children/youth in our state.

Area I: State Program Development

Element 1A: Temporary Support of Experimental or Demonstration Models for Appraisal and Programming

Introduction: The Mississippi Resource Center has supported the SEA and the LEAs by providing a demonstration model for appraisal and programming.

Major Activities: A pilot testing project was developed and implemented at Mississippi State University to train LEA examiners. All LEAs provided personnel and tuition fees to qualify examiners for the Mississippi Resource Center Regional Screening Team.

Results/Conclusions: The LEAs in the Mississippi Resource Center service area have qualified several examiners in each district to provide quality evaluations. The state-funded centers have replicated the training project.

Appraisal quality has been upgraded in the LEAs and with their local examiners, the LEAs can now provide better and many more needed diagnostic evaluations for handicapped children/youth.

Recommendations: It is recommended that this appraisal model be implemented as the state Learning Resources System is developed and services are provided in areas of the state where presently there are few or none.

Area I: State Program Development

Element 1B: Provide Training to LEA Staff in Specific Appraisal and Educational Techniques

Introduction: Training has been provided for LEA staff in each area, psychological and educational appraisal and speech and language appraisal.

Major Activities: Monthly examiner meetings have been established at the Mississippi Resource Center and in the state-funded Centers to disseminate information on particular evaluation instruments and their interpretations. Consultants have been provided to give in-service training on specific instruments such as the Liter, AAMD Adaptive Behavior Scale and other assessment instruments.

Results/Conclusions: The LEA examiners have gained skills and information for administration and interpretation of appraisal instruments, thus upgrading appraisal procedures in their local districts.

Recommendations: It is recommended that these training meetings be continued and be established in the new Learning Resources Centers as they are developed in the state.

Area I: State Program Development

Element 1D: Technical Assistance via Consultation, Workshops and Dissemination of Appraisal and Programming Procedures and Instruments

Introduction: The Mississippi Resource Center has assisted the LEAs by developing and providing an Examiner's Manual of Evaluation Procedures, Informal Reading and Math Checklists for Teachers, and Forms for Individualized Educational Programs. In-Service training sessions for LEA & SEA staff on the utilization of these materials has been provided.

Major Activities: The Mississippi Resource Center staff has conducted in-service training in the LEAs, at the Mississippi Resource Center, and at the State Department of Education, Jackson, Mississippi on appraisal materials and educational programming.

Results/Conclusions: The LEAs have established procedures on educational assessment and programming. The LEAs have utilized Mississippi Resource Center developed materials to assist in appraisal and programming.

Recommendations: It is recommended that needs assessments be continued by the LEAs and the results be analyzed by the RRC professional staff so that information and materials may be developed and/or provided to assist in the areas of appraisal and educational programming.

Area 2: Educational Appraisal

Element 2A: Educational Appraisal

Introduction: The Mississippi Resource Center staff has provided the LEAs with testing for referred children/youth.

Major Activities: Referral policies and procedures were established and referral forms provided to the LEAs. Educational appraisals were conducted on referred clients and specific diagnosis and recommendations for programming were reported to LEAs.

Results/Conclusions: Educational appraisals were conducted on referred children/youth in order to assist LEAs.

Recommendations: It is recommended that the Mississippi Resource Center staff continue to assist the LEAs with educational appraisals for referred children/youth.

Area 2: Educational Appraisal

Element 2B: Provide Evaluation for Referred Children

Introduction: The Mississippi Resource Center has supported LEA special education programs by providing diagnostic evaluations in order to discern an appropriate educational plan for each referred child/youth.

Major Activities: Mississippi Resource Center staff have conducted many comprehensive evaluations for referred clients from the LEAs. Each case is staffed after testing has been completed and the most appropriate plan for the individual needs of the child is constructed.

Results/Conclusions: The LEA special education personnel are better able to serve clients with the comprehensive evaluations conducted and recommendations for an intervention plan.

Recommendations: It is recommended that the Mississippi Resource Center staff continue to assist the LEAs by conducting comprehensive evaluations for referred clients especially for the most severe in each category.

Area 2: Educational Appraisal

Element 2B: Provide Evaluation for Referred Children

Introduction: The Mississippi Resource Center staff has monitored effectiveness of educational programs of referred children/youth.

Major Activities: The Mississippi Resource Center developed checklists to reappraise evaluated clients. These procedures and materials were distributed to LEA staff to implement.

Results/Conclusions: Monitoring of evaluated clients has resulted in better plans for each handicapped child.

Recommendations: Continued monitoring by Mississippi Resource Center staff and LEA personnel is recommended.

Area 2: Educational Appraisal

Element 2C: Announce Available Services and Service Criteria Through LEAs.

Introduction: Mississippi Resource Center Services have been announced to LEAs through routine personal visits to the schools and written memos to LEA personnel.

Major Activities: The Mississippi Resource Center Director has conducted routine visits to the LEAs to inform staff of Mississippi Resource Center services available to their special education programs and personnel. Letters and memos have been used to disseminate and update information on services, policies and procedures.

Results/Conclusions: The Mississippi Resource Center service area has been well informed concerning services available to the LEA programs and staff.

Recommendations: It is recommended that continued on-site visits and letters be used to disseminate information on available services.

Area 3: Educational Programming

Element 3A: Develop Individualized Educational Programs

Introduction: The Mississippi Resource Center staff has developed written individual educational programs (IEP) for referred clients.

Major Activities: Written Individualized educational programs have been designed for referred clients, based on the results of the child's comprehensive appraisal. After meeting with parents and LEA staff appropriate materials are matched to the IEP.

Results/Conclusions: Referred clients have been provided with IEPs matched with appropriate materials. LEA staff has been provided with consultation and on-site demonstration in order to implement the IEP effectively.

Recommendations: It is recommended that the Mississippi Resource Center staff continue to assist and support LEA staff in the development and implementation of written IEPs for referred clients, especially those who are most severe in each category. Matching materials and demonstration on their use should continue.

Area 3: Educational Programming

Element 3D: Periodically Re-Examine and Re-Evaluate Programs for Client Children

Introduction: The Mississippi Resource Center maintains complete records on all referred clients and has assisted the LEAs with re-evaluation procedures to insure specific educational needs are being met.

Major Activities: On-site evaluations have been conducted and as requested by LEA personnel to check progress of child in accordance with the educational plan developed for him.

Results/Conclusions: Referred client's prescribed programs are being monitored so as to insure their effectiveness.

Recommendations: It is recommended that monitoring and updating of prescribed educational programs be continued.

Area 4: Sharing Resources

Element 4C: Participate With Other RRCs and ALRCs Within the Same Region To Bring Learning Resource Centers Concept To Clients in an Articulated Manner

Introduction: The Mississippi Resource Center staff have participated in meetings to discuss the Learning Resource System and the general concept.

Major Activities: The Learning Resource Center Concept has been promoted and discussed at Regional meetings (SELRC) and state meetings. The Mississippi Learning Resource System is based on the Learning Resource Center concept and has been very successful.

Results/Conclusions: The Mississippi Learning Resources System now includes six Centers over the state with the hope of adding two more next year.

Recommendations: Support for the Learning Resource System must be continued so as to generate interest and funds to support and develop our System statewide.

Area 5: Project Administration

Element 5A: Maintain Accountability Data Required by the Funding Agency

Introduction: All Mississippi Resource Center activities are documentated and records are maintained. Field activities are routinely monitored.

Major Activities: Forms have been developed and utilized for an internal and state accountability system.

Projects in the field are reviewed by Mississippi Resource Center staff by both on-site visits and written material from LEA personnel.

Results/Conclusions: The Mississippi Resource Center has developed and maintained an internal and state accountability system.

Recommendations: These policies and procedures for maintaining program accountability should be continuous.

Area 5: Project Administration

Element 5B: Other Administrative Activities Applicable to Center

Introduction: The Mississippi Resource Center Director participates in the reporting process. Project reports are written and submitted.

Major Activities: Quarterly reports are compiled and submitted. Other reports for the SEA are also submitted.

Results/Conclusions: Progress reports are prepared and submitted.

Recommendations: Project reports must be compiled and submitted to SELRC on schedule.

Conclusions

The Mississippi Resource Center project has iniatiated policies and procedures which have been utilized in the establishment and growth of the Mississippi Learning Resources System.

Activities have been replicated statewide (MLRS Centers) to upgrade evaluation procedures and to encourage Non-biased Assessment policies in the LEAs.

Workshops and in-service training has shown the LEA personnel to become self-sufficient in the writing of the IEPs.

Teacher-Made material workshops statewide have provided Special Education personnel with information and materials to be matched with the IEPs.

An Annotated Bibliography, compiled and prepared by the Mississippi Resource Center staff is soon to be disseminated to the LEAs on a statewide basis. This document contains instructional materials and evaluation instruments for use with handicapped children/youth and their educational plans.

The Mississippi Resource Center has served to iniatiate programs and services and assist in up-grading services to handicapped children/youth in the Mississippi Resource Center service area and statewide.

PUERTO RICO

Final Technical Report

June 1, 1974 - May 31, 1977

for the

Puerto Rico Resource Center

Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Hato Rey, P.R.

A. Project Background

The Commonwealth of Puerto Rico operates a school system which is a highly centralized organization that serves the entire island. It is administered by the Department of Education which is headed by a Secretary of Education appointed by the Governor at the cabinet level, who is vested with all the authority in the establishment of education policy.

The Department of Education is organized in three levels :

Central Office - It is located at the Department of Education main building and is responsible for policy making, curriculum design and overall planning and evaluation of the instructional program. It also performs all administrative functions concerning the recruitment and appointment of teaching and other personnel, payroll, purchase and provision of supportive services.

Educational Regions - The island is organized into six educational regions which are : Arecibo, Ponce, Mayaguez, San Juan and Caguas, each one headed by a Director, appointed by the Secretary of Education. Its primary function is to interpret to local units the policies and directives originated at the Central Office. It also supervises the instructional program and gather and submit to the Central Office data needed for the planning and distribution of resources.

School Districts - Educational regions are subdivided into local units colled school districts. There is a total of 87 districts in the island, each one headed by superintendents which is the officer in change of the implementation, administration and supervision of the instructional programs at the local level.

The Special Education Program functions within this structure. It's Central Office, located in the Department of Education main building is headed by a special education director and is divided in four units: administrative unit, curricular unit, academic unit, and vocational unit.

In the second level the Special Education Program functions by means of seven regional special education supervisors appointed to each region.

This structure of course, has been the result of a growth in the population being served and in the awareness and recognition of the right of handicapped children to recribe are appropiate and free public education.

In the year 1958 the Department of Education maded the first attempt to supply special education to a group of retarded students.

By 1973 the number of children errolled in special education programs had increased around 300 % with and accompanying increase in programs and personnel.

But still huge gaps had to be filled Approximately only 12% of the handicapped population believe to exist had been identified and only 8% received special education of some type.

As a result the department needed to accomplish the appropiate identification of handicapped population in order to be able to serve appropiatelly their individual needs

Obviously, the sophistication of diagnostic techniques demanded the envolvement of special education support personnel to ensure that each child tested and educationally evaluated was recomended for the proper program.

Although the Department of Education as well as the Department of Health through the Pediatric Centers and Mental Health Centers had sponsered the evaluation and diagnosis of handicapped children, the availability of such services were very limited. By that time only those children who were being served through Tittle I, III and Public Law 89-313 could benefits from this type of services.

In addittion, only in very few cases, the prescription of educational programs had been realized, prior to the project stablishment.

Severe shortage of cualified personnel in Puerto Rico, and the lack of funds and mechanisms to train personnel on this aspect of the programs resulted in the fact that evaluation, diagnosis and treatment services for each handicapped child were being too far to be fully accomplished.

B. Project Philosophy, Goals and Objectives

The Commonwealth of Puerto Rico recognizes the right of handicapped children for an appropiate and free public education. The establishment of instructional programs for the handicapped is based upon the recognition that there are wide differences among children in their physical, intellectual emotional and social needs. Consequently not only programs differ, but also program content from child to child to fully meet the educational needs of children who deviate from the average, and to that extent require special education to develop their maximum potential.

The Special Education Program also recognizes the importance and emphasizes the early identification, diagnosis and development of individualized educational programs in order to place handicapped children in special programs as soon as posible preferably at the pre-school level. The operating philosofy is that if children begin this training at the preschool level, they will rapidly progress from full time to part time special educations programs. Others might go into the regular classrooms without any type of special service.

It also believes in a multidiciplinary evaluation approach to assess the childs strengths and weakness to obtain a complete picture of the child in order to place the child in the proper educational program (least restrictive alternative)

Regional Resource Center goals respond to this educational phylosophy. The project main goals included:

1. To provide testing and educational evaluation to determine the special education needs of handicapped children refe-

The establishment of the Puerto Rico Regional Resource Center meant a lot to the Puerto Rico Special Education Agency since its goals and objectives responded to priority services needs of the Program.

By mean of the accomplishment of Regional Resource Center goals and objectives the S.E.A. would be more capable of identifiying needs for educational services, to provided appropiate assessment services for multiple and severe handicapped children as well as to serve children with milder handicapping conditions, and to provide each evaluated child with a prescriptive educational program as well as to assit schools and other appropiate agencies in it's implementation. Finally the child's educational progress could be assessed and awareness of the importance of a follow-up process developed.

rred to resource centers.

2. Develop educational programs to meet the needs of those referred, tested and educationally evaluated.

It's unchanged objectives have included :

1. Identify, test and provide educational evaluations for complex and rare cases of handicapped children referred to the State of Puerto Rico Resource Center
2. Provide testing and evaluation facilities and assistant to handicapped children with less complexities or milder handicapped conditions.
3. Develop a staff capacity to provide educational programs to meet the needs of the handicapped youth referred and appropriately evaluated.
4. Participate in the development of a tracking system and in it's implementation to fellow-up the progress of handicapped children tested.
5. Assit schools and other appropiate agencies, organizations, and institutions in implementing prescriptive educational programs to meet the needs revealed by testing and evaluation.
6. To demonstrate the most promising current methods of appraising the special education needs of children.
7. To provide program monitoring and accountability to assess the effectiveness of the program in meeting the diagnostic and educational program needs of handicapped children in Puerto Rico.

C. Project Organization

The Regional Resource Center is located in the curricular unit of the Puerto Rico Department of Education.

The project personnel is composed of a coordinator, a secretary and two evaluation teams which include : two social worker, two psychologist, one resource teachers and one diagnostic teacher.

Referrals for services were receibed through the regional special education, supervisors, local districts superintendents, and directly from parents or community agencies. A referral form prepared by Regional Resource Center was used for this purposes.

Clients are selected and services are prioritized according to the imformation received in the referral forms. Additional needed information is requested by the Regional Resource Center most of the time.

Once the decision for the rendering of evaluation services is maded the Regional Resource Center coordinates with the regional special education supervisors the dates and place in which the appointments with the child and the parents will take place.

At the same time childrens programed to recieve Regional Resource Center evaluation services are chequed with the regional evaluation teams to avoid duplicity of services.

Regional special education supervisors, then, carry the information on the date, place and children to be assessed, to the school superintendents, which in turn asigns personnel for purposes of locating and making formal appointments with the parents and the child, when appropiate.

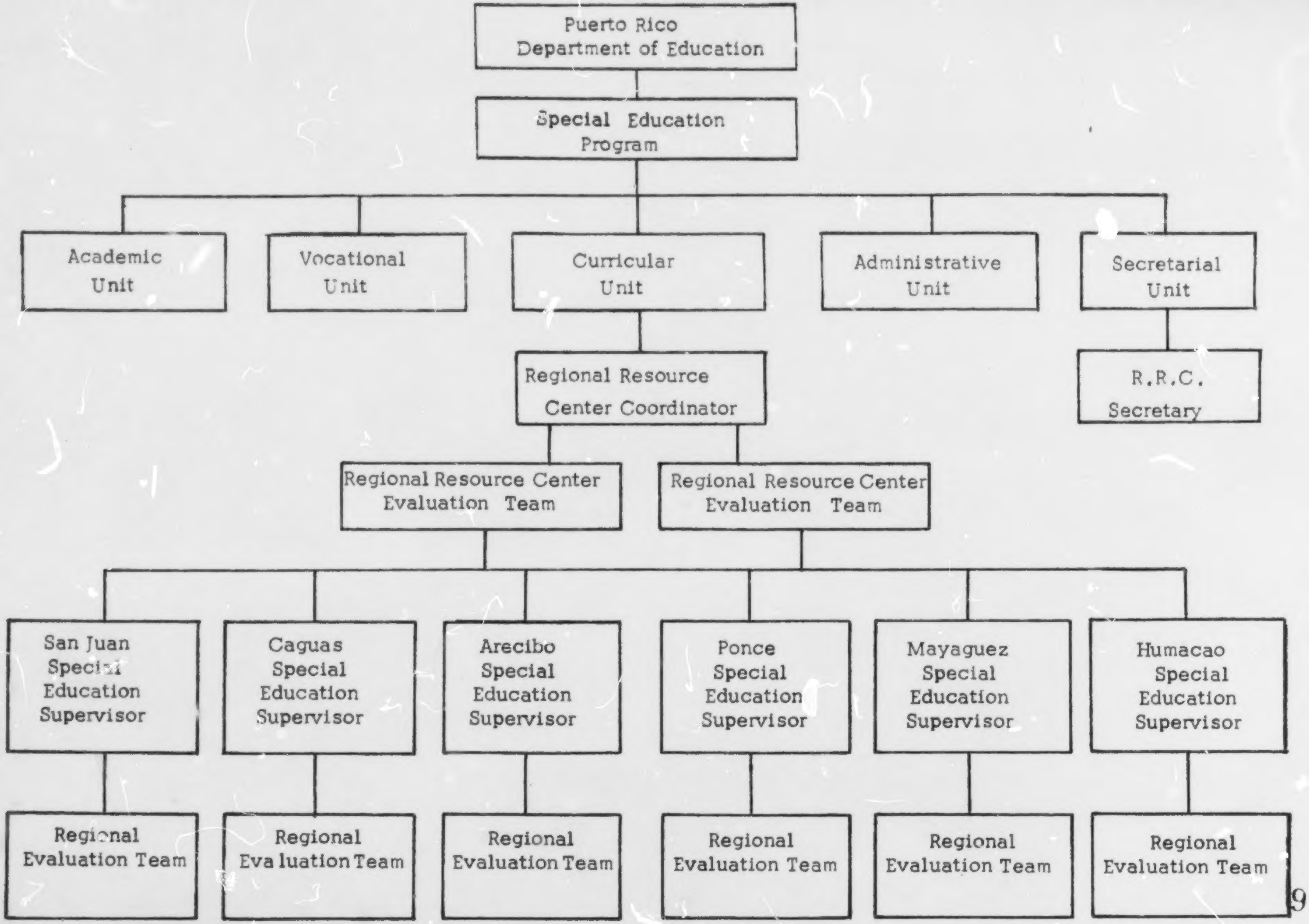
By means of telephone calls, the Regional Resource Center follows-up this entire process.

When this process is completed the Regional Resource Center evaluation teams move to the school districts to carry the assessments of the child. When referrals are from the San Juan educational regions, children are evaluated in the Central Office.to out down traveling expenses.

Evaluation results and educational programs are then sent to the school districts and discussed with the parents, and the child when appropiate.

Regional evaluation teams located in the six educational regions also coordinate their services with the Regional Resource Center which provide them with in-service to trainings,testing and programing materials.

Additional direct R.R.C. evaluation services are rendered through subcontracted evaluation teams in the six educational regions. Personnel subcontracted receive the R.R.C. referral forms of some of children to be assessed by them, and at the end of their contract period they are to hand in all the evaluation records, reports and individualized educational programs to the R.R.C.. The R.R.C. then revises their work and refiees children for educational services through the regional special education supervisors.


Puerto Rico Department of Education
Special Education Program
Academic Unit
Vocational Unit
Curricular Unit
Administrative Unit
Secretarial Unit
Regional Resource Center Coordinator
R.R.C. Secretary
Regional Resource Center Evaluation Team
Regional Resource Center Evaluation Team
San Juan Special Education Supervisor
Caguas Special Education Supervisor
Arecibo Special Education Supervisor
Ponce Special Education Supervisor
Mayaguez Special Education Supervisor
Humacao Special Education Supervisor
Regional Evaluation Team
Regional Evaluation Team
Regional Evaluation Team
Regional Evaluation Team
Regional Evaluation Team
Regional Evaluation Team

Workscope Element I A

Temporary Support of Experimental Models for Appraisals and Programing

The S.E.A.'s need for a group form, culturualy unbiased intelligence test was meet by the R.R.C. providing the agency with temporary finantial and personnel support for the standarization of the Raven's Progressive Matrices Test, Standarization of the Raven was completed, and will now be used by the LEA'S as a formal screening instrument for children between grades Kinderganten to 12th grades.

Two attempts were maded for the implementation of an appraisal and / or programing experinmental model for deaf-blind and multiple handicapped children.

At first, a group of six parents of deaf-blind children were consulted with as to develop a model for the development self help and communication skills for deaf-blind children. A model designed for english speaking childron were distributed to them, as an example of what could be developed After all this planning, parents contacted decided not to get involved.

A second attempt toward the development of an appraisal experimental model for multiple and severe handicapped children was maded through personnel from the Institute Psicopedagogico (Psycho-Educational Institute)

After studying all the R.R.C. available materials, handed to them because of their usefulness for such purposes and as a guideline of what was expectes the answer was also negative, because they required more time than what could be arranged.

As a result the R.R.C. and S.E.A. needs for an appraisal model for multiple handicapped children remain unmeet, and need to be done.

For demonstration purposes the assessment model used by evaluation personnel from the New York Institute of Deaf Blind Children, was videotape for purposes of demonstrating their model to personnel from the S.E.A. concernead with the evaluation and teaching of deaf-blind children.

Adaptation and transalation of the D.A.S.I.E. workshop and of the Carolina Developmental Profile is being edited for it's reproduction. The Assessment Phase of the D.A.S.I.E. workshop has been completed and 250 copies are available for their distribution as soon as the other phases are reproduced.

Workscope Element I B

Temporary Support of S.E.A. and Programing Staff

Responding to strategy IB - 01 , as to expand awareness of options and increase competencies in appraisal and educational programing, a videotape on an evaluation model appropiate for the assessment of deaf-blind children was transmited and simultaneously explained by the implementing personnel. Fifty-seven teachers, parents and other related personnel from the S.E.A. program were present.

Also as a part of this strategy the R.R.C developed, with SELRC cooperation , a psychoeducational prescriptive checklist, as an aid in the development of educational programs. This checklist was distributed to all title VI-F, evaluation teams and 300 addittional copies were distribuled to teachers upon request, and sent directly to their schools.

A series of activities have been carried out by the Center in order to provide the S.E.A. personnel concerned with the assessment of handicapped children; training in specific appraisals and educational programing techniques.

During the summer of 1975, 40 teachers and other S.E.A.'s resources received a one week training on diagnostic and prescriptive procedures given by Dr. Vernon Cain and Dr. Tommy Russell. This training was possible because of the technical assistance provided by S.E.L.R.C. Workshop evaluation reflected satisfaction in behalf of the attendance. The average rated the workshop as 3.5 scale, were 4 was the optimal and the minimal.

Also during F.Y.1975 a one day seminar on the Montessori Method was offered to the S.E.A. staff and a seminar on mainstreaming was organized for the special education regional supervisors. Two other workshops on informal evaluation and prescriptive writing took place upon request, in Morovis and Salinas school districts. The target population were 30 special education teachers.

The R.R.C. also provided training on the use of the D.A.S.I.E. educational program. Emphasis was given to the use of the assessment guide included in the A phase of the D.A.S.I.E. which had been transalated and reproduced.

The Center financed the training of one of the S.E.A. psychologist in behavior modification techniques. She was then in charge of training 42 resource teachers and 52 special education teachers in the aplication of behavior modification techniques with emotionally disturbed children, in Ponce educational region.

Also, training was provided to S.E.A. evaluation personnel in the use of different testing instruments and appraisal techniques. All the six multidiciplinary evaluation teams participated.

The Center has been serving as consultant on programing and evaluation procedures for all the Special Education Evaluation personnel.

Additional consultation services has been rendered by the R.R.C. to district personnel from Vega Alta related with the high incidence of learning problems in their districts and ways to approach that situation.

As an alternative to respond to the S.E.A.'s needs for multidiciplinary evaluation services and development of I.E.P's for each evaluated child, special after office hours contracts for evaluation teams were available by the R.R.C. in the six educational regions in order to reduce their long evaluation waiting lists.

Workscope Element I D

Technical Assistant Via Consultation, Workshops and Dissemination of Appraisals and Programing

Technical assistance on the selection of appropiate diagnostic instruments, evaluation materials and interpretation of test results have been offered to a total of 91 specialists in the evaluation field and other related personnel from the island. Personnel for whom consultant services were rendered are actually working in diferent programs of the S.E.A and rendering evaluation services to the school community.

Technical assistance on the same subject matter via consultation has also been offered to administrative personnel from Head Start and Preschools Programs, upon request. Appropiate evaluation and programing materials were selected for their use, with their referred children.

The R.R.C. has established an evaluation and programing materials loan bank which serves all psychoeducational and diagnostic personnel working with the Special Education Program Tests and Programing materials available through the R.R.C. loan bank are the following :

Yellow Brick Road
Developmental Syntax Program
Primary Self-Conceet Inventory
Test of Auditory Comprehension of Language
James Language Test
Parents - Child Communication
Draw A Man
Bender Visual Motor Gestalt Test
Weschler Intelligence Scale for Children
Standford - Binet Intelligence Scale L.M
Tasks on Emotional Development
Match'n Fit
Large colored beads and laces
Comprehensive Identification Program
Adaptive Behavior Scale

Social Maturity Scale for Blind
Pre-School Children
Slossom Intelligence Tests
Inventario de Habilidades para Aprender a Leer
Columbia Mental Maturity Scale
Peabody Picture Vocabulary Test
Pupil record of Educational Behavior
Hiskey Nebraska Test
Planning, Conducting and Evaluating Workshops
Carrow Elicited Language inventory
Minnesota Rate of Manipulation Scale
Carolina Developmental Profile
Devoreaux Maturity Scale
Raven Progressive Matrices
Book : The Educationally Retarded Child
Book : Tasks on Emotional Development
Maxfield - Berchlscale of Social Maturity for
Pre-Schoolers
Pre-School Attainment record
Analysis of Readiness Skills-Reading and Mathematics
Learning Accomplishment Profile Teachers
Manual and Workguide
Handbook of Diagnostic Teaching
Book: Behavior Modification-Application to Education
Handbook : A Mainstreaming Approach to the Identification,
Assessment and Amelioration of Learning Disabilities
Mental Measurements Yearbook by Oscar Buros
Teaching Methods for Brain Injured Children and
Hyperactive Children
Steps to Independence - training guide
Teaching ResearchCurriculum for Moderatly and
Severely Handicapped Children
Toilet Training the Retarded

From this, a total of 121 items have been circulating among the island multidiciplinary evaluation teams and other related personnel from the S.E.A. universities and other related agencies concerned with assessment of handicapped children and / or development of individualized educational programs.

The R.R.C. has also distributed the Manual for Appraising Handicapped Learners - A Behavior Resource Guide, provided by SELRC, which is being used by the S.E.A. staff.

Workscope Element 2A

Provide Testing to Referred Children

During the first quarter of the 1974-75 P.Y., planning and implementation of services were extremely difficult. One of the mayor set backs at this stage of the foundation of the project, was that elegibility criteria was not clearly understood. Unserved multiple handicapped and severely handicapped children were difficult to locate. Only those children already receiving some type of educational services were referred. The S.E.A. faced a problem of demand for evaluation services versus an existing limited availability of evaluation personnel. Many children in special education groups required evaluation or re-evaluation for school placement. Since no other services were available, the tendency at the beginning of the R..R.C was to absorb these cases referred. Of a toral of 969 referrals received during this year only 500 were referred even through many of them did not qualify as first priority children.

Because of the great demand for services and due to the limited number of specialized evaluation personnel available, the Puerto Rico Regional Resource Center stablished for the next fiscal years a set of specific characteristics which delineated the priority in which applicants would be served.

Priority I) Unserved Children presenting severe or multiple handicaps

Priority: 2) Unserved children presenting moderate handicaps or multiple handicapped children who are served

Priority 3) Unserved children presenting mild conditions and moderately handicapped which are served

Other applications for services are placed under priority four, which are those who are referred to other agencies for services, those who do not qualify and those who have incomplete information and need further data before processing.

An additional number of 1,000 children were referred in the past years and all applications for services were screened through this procedures.

Though , a more appropiate selection of children to receive R.R.C. evaluation services was possible, still more appropiate referral and testing procedures need to be developed in order to maximize the proper selection of children to be served according to the Regional Resource Center goals and priorities.

Workscope Element 2 B

Provide Evaluation of Referred Children

A total of 742 children have received direct multidiciplinary appraisal services from the Regional Resource Center, and 1,673 unserved handicapped children have received indirect R.R.C. multidiciplinary assessment services through the provision of diagnostic and appraisals instruments and training in evaluation and programing procedures.

Other specialized services which were not otherwise available through existing health programs, have been provided by the Regional Resource Center to a limited number of children. Such service include providing eye glasses to 5 children prothesis to 16 children and hearing aides to 19 children.

A total of 92 children previously appraised through direct R.R.C. services were re-appraised in the educational and social areas for purposes of up-dating their I.E.P's and assess child's progress.

Workscope Element 2 C

Announce Available Services and Service Criteria Trough S. E.A 's

Since the stablishment of the R.R.C. service capacity for testing and evaluation services, as well as service progress and procedures have been monthly announced in the special education supervisors monthly meetings the R.R.C. has also attended all annual special education supervisory meetings, where mayor activities and impact, of the R.R.C. have been reported in an oral and written manner.

Additional R.R.C. . meetings with regional special education supervisors and personnel from the school districts have also taken place for further clarification of eligibility criteria referrals process and service capability.

A project brochure of available RRC. services and service criterias was produced and 2,000 copies were disseminated in L.E.A.S.

As a result of such activities carried out to announce services referrals were practically recued from all school districts.

Workscope Element 3 A

Develop Long, Short and Intermediate Range Educational Programs for Referred Children

The R.R.C. has develop a total of 292 "long range" individualized educational programs, 128 "short range" individualized educational programs and 110 inmediate educational programs through direct R.R.C. services. A total of 167 "short range" individualized educational are now in process of being developed.

Through indirect R.R.C. services a total 1,754 "short range" individualized educational programs have been developed, 145 in the Arecibo educational region, 152 in Caguas, 999 in Mayaguez, 144 in San Juan, and 214 in Humacao educational region.

Workscope Element 3B

Consult with Schools and other Agencies Relative to Programing

The R. R.C has been providing all little VI-F regional evaluation teams with consultant services related with the development of individualized educational programs.

Models of I.E.P.'s formats have been bought for R.R.C. consideration and recomendations. Consultations related with this area of programing have been provided on an individual basis.

In addition, two meetings were specifically designed for the discussion of what and I.E.P should included, based on the specifications of P.L. 94-142, and to gather suggestions for the development of an I.E.P. standard format.

As a result this format was latelly developed by the L.R.C. with the cooperation of the R.R.C. staff members.

Workscope Element 3C

Consult with Parents and Teachers at Regional Center upon Request

As a result of R.R.C. announcements of services and of the Special Education Programs Child-Find Activities announcements through the newspaper radio and T.V., nearly 500 parents have requested orientation related with their childrens needs. R.R.C. have honored all request.

More than 1, 200 parents received orientation, either by phone, or by visiting the Central Office where the R.R.C. is located. All the parents evaluated children have also received R.R.C. consultant services.

Above mentioned contacts with parents produced approximately 150 R.R.C. contacts for services and referrals to regional evaluation teams.

Workscope Element 3D

Periodically Re-examine and Re-evaluate Programs for Client Children

In evaluating assessment services subcontracted during, F.Y.1974-1975 by the R.R.C., it was found that evaluations were mostly medical, and vital information regarding the psychoeducational aspects of the children were not included in the reports receibed. More emphasis was placed on the aspects of growth and development than on the psycoeducational levels of functioning of the children. In some cases, psychological reports were found to be extremely superficial including at times only I.Q. scores. Specific areas of difficulty, levels of functioning of various learning modes and other vital information was sometines not mentioned.

Due to this facts, all cases were under review and a great amount of time and effort was spend reviewing this cases, preparing I.E.P's whenever enough information was available and preparing list of children who required further evaluation. From this list, a total of 92 children have been re-tested to be able to complete this assessment process and up-date and re-develop their individualized educational programs.

Re-evaluation were coordinated with regional educational supervisors from Humacao, Arecibo and San Juan educational regions, where this re-assessments took place.

Workscope Element 5A

Mantain Accountability Data Required by the Funding Agency

Project planning and monitoring of activities have been carried out as requested.

R.R.C. accountability data-tabulation of children appraised by R.R.C and through indirect R.R.C. services;categorization of children appraised by type of handicap, severity level and maturity level. Tabulation of children appraised by Zip-Code and by urban or rural residency - has been usefull to the S.E.A. for the planning of educational services.

Workscope Element 5B

Other Administrative Activities Applicable to Center

R.R.C. have been coordinating services with different state agencies Contacts have been stablished with Pediatric Centers, Community Services and Mental Health Departments for the referring of R.R.C. clients.

Joint planning and work of L.R.C. and R..R.C. maded possible the structuring of a training package on diagnostic, and individualized Program available for S.E.A. trainers. A total of 103 teachers ans other personnel have been trained using it. Out of this twelve are now in charge of the training of other L.E.A. personnel using the same package provided by the R.R.C. and L.R.C.

R.R.C. have also collaborated with S.E.A. on the preparation of service proposals for evaluated children.

All functions related to the production of reports required by B.E.H., S.E.A., L.R.C. and contracting agency have been carried out.

Workscope Element 5 C

Participate in Network Coordination Activities

The R.R.C organized a commitee for the evaluation of available appraisal instruments.

Two meetings with representatives of the S.E.A. evaluations teams and special education supervisors were held for such purposes.

As a result, various evaluation instruments were selected for the testing of Puerto Rican children and needs for the development of other testing instruments were discussed.

Further work in the area need to be done by this committee and there are plans to included other representatives from other appropiate agencies who deal with the evaluation of handicapped children in order to assure that all testing instruments used are non-discriminatory.

A Conctusions and Recommendations

Regional Resource Center services initiated in the Puerto Rico Special Education Program provided handicapped children with the most comprehensive and appropriate evaluation and programming services. R.R.C. evaluation model was adopted by other S.E.A. evaluators. Awarness about the need of a multidiciplinary evaluation for the handicapped has been developed

R.R.C. training activities has had a multiplier effect in the field. Personnel trained by the center is now being used as trainers island wide.

The project acquired, familiarized and provided the S.E.A. evaluators with a collection of tests and diagnostic materials that are now being used by the state evaluation teams. Personnel trained is now being appointed to working positions related with the received R.R.C. training. Five diagnostic teachers had been selected work for the S.E.A. from the group of classroom teachers trained by SELRC / PRRRC, on diagnostic and prescriptive procedures.

R.R.C. personnel is now trained on the use of various tests and diagnostic procedures. They are being used as resource personnel for the rendering consultative services to the Head Start Programs, Kinderganten and Community Services Programs, helping them in the selections of appropriate diagnostic procedures for the population they serve

We really appreciate SELRC cooperation and technical assistance given whenever needed.

We also recognize that some delays in the Program service delivery were coused by many island situation in terms of lacks of appropriate evaluation and testing materials in spanish and standarized for puertorican children and lack of expertise in the use of many more appropriate ones.

We can assure that with our actual experience delivery of new programs will be more effective

C. Recomendations for the modification of present workscope

Some specific workscope items which limit the number of activities that could be carried out by S.E.A. or L.E.A. must be modified for Puerto Rico

For the reason of being a contralized educational system almost all activities must be initiates by S.E.A.

Specific provisions should be made in relation with activities coordinated with MIMIS or NMCH in terms of the location of materials. In order to appropriatly benefit from their services we need them to provide us with specific spanish materials.

SOUTH CAROLINA

Final Technical Report

June 1, 1974 Through May 31, 1977

for the

South Carolina Resource Center

OEC-0-74-7902

Office of Programs for the Handicapped
South Carolina State Department of Education
Columbia, South Carolina

FINAL TECHNICAL REPORT: SOUTH CAROLINA RRC

ABSTRACT

The South Carolina Regional Resource Center is located within the Division of Instruction in the Office of Programs for the Handicapped at the State Department of Education. Dr. Cyril B. Busbee, State Superintendent of Education, is the authorized official. In establishing the Regional Resource Center, the State Department of Education recognized the need for promoting professional expertise in identifying and evaluating children with handicapping conditions by adopting the programmed terminal objectives listed below:

1. To provide comprehensive evaluations through the South Carolina Regional Resource Center for handicapped children presenting complex diagnostic problems.
2. To formulate individualized educational prescriptions and recommend appropriate educational placement for severely handicapped children evaluated through the South Carolina Regional Resource Center.
3. To assist local school personnel in developing the capability of becoming self-sufficient in meeting the educational evaluation and educational program prescription needs of handicapped children.

To accomplish these objectives, a compendium of professionals who could provide services through the South Carolina Regional Resource Center on a contractual basis was developed by establishing seven (7) diagnostic centers throughout the state. Information concerning the appraisal and educational programming services available through the centers was disseminated to personnel in local school districts and other agencies serving the handicapped through state conferences, workshops and news releases. Brochures describing the RRC program with a referral form printed on the reverse side were disseminated throughout the state to interested individuals. Children who had unusual or complicated handicapping conditions for whom prior evaluations had not been effective were eligible candidates. Clients meeting eligibility requirements were referred to the centers and four hundred fifty (450) handicapped children received comprehensive evaluations resulting in educational prescriptions.

Statewide distribution of individualized educational plans for educable and trainable mentally handicapped students at the preschool through secondary level was accomplished through the RRC program. This assisted the SEA in meeting the goal of providing full educational opportunities to the handicapped.

Workshops and conferences focusing on evaluation procedures and implementation of educational plans for handicapped children provided valuable inservice training for participants.

A team of out-of-state consultants reviewed a sample of evaluations prepared by each diagnostic center in regard to strengths and weaknesses. Each center was furnished a copy of the RRC Evaluation Team Report. In addition, tracking forms to assess the effectiveness of evaluations were disseminated by the South Carolina Regional Resource Center to the person responsible for implementing the educational plan for RRC clients. The forms returned indicate that the plans have been of assistance in helping the handicapped individual reach goals contained in the educational plan.

The South Carolina Regional Resource Center is now planning an evaluation of the implementation of RRC educational prescriptions by service providers. This will provide valuable follow-up in regard to the impact of the RRC program. In addition, follow-up and review of individual educational plans will be encouraged by RRC centers. Assistance in implementing educational plans for profoundly, severely and multihandicapped clients at the local district level is needed through conferences addressing instructional techniques, including materials, programs and curriculum.

Element 1A Summary

Area 1: State Program Development

Element 1A: Temporary Support of Experimental or Demonstration Models for Appraisal and Programming

Major Activities: Each LEA conducted a needs assessment annually in the ninety-two school districts. The Prince William Model, A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children developed by Prince William County, Virginia was disseminated as a model for conducting needs assessment and prioritizing expenditures. Survey information gathered each year indicated the need in the local school districts for assistance in developing and implementing non-discriminatory appraisal and programming services for handicapped children having complicated or unusual handicapping conditions which made diagnosis difficult.

Results/Conclusions: Contracts were negotiated with seven (7) diagnostic centers by the S. C. Regional Resource Center located at the State Department of Education, Office of Programs for the Handicapped, to provide comprehensive non-discriminatory appraisals resulting in an educational plan for handicapped children presenting unusual or complex handicapping conditions. Demonstrations of techniques in appraisal and programming were made available to personnel from local school districts and other agencies serving the handicapped in South Carolina.

Recommendations: Since valuable assistance has been afforded school districts in the appraisal and programming practices to be used with children having complex handicapping conditions, it is recommended that strategies for demonstration models continue to be supported.

South Carolina

Element 1B Summary

Area 1: State Program Development

Element 1B: Temporary Support of SEA Appraisal and Programming Staff

Major Activities: Temporary support was requested for a full-time staff position at the state level. This person was charged with the responsibility of developing a compendium of professionals throughout the state who could provide appraisal and programming services and gathering information concerning available services/programs for the handicapped in South Carolina.

Appraisal and programming services are now being furnished by seven (7) diagnostic centers which signed memoranda of agreement with the South Carolina Regional Resource Center. The RRC Consultant conducted training sessions with the representatives of the centers as to the evaluative criteria required by LEAs for placement in public school programs. Each center was furnished the guidelines for appraisal and programming approved by the State Board of Education entitled Procedures for Survey, Screening, Evaluation, Placement, and Dismissal Into/Out of Programs for the Handicapped. A two-day inservice training session was also held for representatives of the Centers and SEA personnel at which two out-of-state consultants related to the use of developmental scales in providing educational and psychological evaluations for profoundly and severely handicapped children.

The RRC Consultant informed local school district personnel and personnel from other agencies serving the handicapped of the availability of appraisal and educational programming services for children exhibiting complex diagnostic problems through the diagnostic centers under contract with the South Carolina Regional Resource Center. Awareness level RRC information was disseminated through news releases, regional workshops and state meetings.

Results/Conclusions: Dissemination of awareness level RRC information has resulted in many requests from local school districts and other agencies for appraisal and educational programming available for the handicapped through the South Carolina Regional Resource Center. Consultation to agencies, individuals, school districts and parents has been made available regarding available programs/services for the handicapped in South Carolina.

Recommendations: Strategies which support the appraisal and educational programming occuring through the South Carolina Regional Resource Center are needed to assist LEAs in complying with federal and state laws mandating a free appropriate education for all handicapped children by 1978; therefore, it is recommended that support of SEA appraisal and programming staff be continued.

South Carolina

Element 1C Summary

Area 1: State Program Development

Element 1C: Conduct Demonstrations in Appraisal and Educational Programming Techniques

Major Activities: The South Carolina Regional Resource Center conducted four hundred fifty (450) appraisals of handicapped children at seven (7) diagnostic centers. Each child received a medical, social history and psychological and educational testing. The results of this information were used by a staffing committee to prescribe an educational plan for the client. Four (4) of the diagnostic centers are located at universities and three (3) are private agencies. One of the diagnostic centers has the capability of conducting the evaluation of a client in the educational facility to which the child is assigned. This has been of tremendous assistance in the assessment of children who are geographically situated far from any of the centers.

Results/Conclusions: The techniques of appraisal and educational programming available through diagnostic centers under contract with the South Carolina Regional Resource Center have demonstrated comprehensive methods of evaluation and methods of developing and implementing an instructional program for handicapped children to LEA personnel.

Recommdendations: Demonstrations of appraisal and educational programming techniques furnish inservice training for LEA personnel increasing their capacity for assessing handicapped children and prescribing the appropriate educational program for them. It is recommended that strategies be maintained for developing and implementing non-discriminatory testing which results in the least restrictive placement for a handicapped child.

Element 1D Summary

Area 1: State Program Development

Element 1D: Technical Assistance via Consultation, Workshops and Dissemination of Appraisal and Programming Procedures and Instruments

Major Activities: Three out-of-state consultants were contracted by the South Carolina Regional Resource Center to review a sample of individual RRC evaluations prepared by the diagnostic centers. The evaluation team was expected to make recommendations as to the strengths and weaknesses of the diagnostic reports. Also, a nine member task force was established to provide recommendations for state and federal criteria relative to the identification of pupils with learning disabilities. Those appointed consisted of school psychologists, special educators and coordinators of school psychology training programs. Many conferences were held concerning the individualization of instruction for a pupil based on psychological and educational testing. Methods of implementing the educational prescriptions of RRC clients were demonstrated. Implications of P.L. 94-142 in relation to IEPs were discussed. Coordinators of special education and school psychologists from LEAs received copies of the booklet, Procedures for Survey, Screening, Evaluation, Placement, and Dismissal of Children Into/Out of Programs for the Handicapped which was adopted by the State Board of Education. This booklet outlines required appraisal and programming procedures to be used in evaluation of handicapped children. PDME manuals (Program Development, Management and Evaluation) were disseminated to speech and language clinicians.

Results/Conclusions: The RRC Evaluation Team Report making recommendations on the strengths and weaknesses of RRC evaluation reports was made available to the diagnostic centers. One of the major areas of concern was the lack of follow-up and review of individual educational plans by the diagnostic centers. It was recommended by the task force committee established to provide recommendations on criteria relative to the identification of pupils with learning disabilities that state and federal definitions consider the adoption of a 1½ standard deviation approach as the criteria for a severe discrepancy level between intelligence and achievement.

These recommendations, along with the dissemination of State Board of Education guidelines outlining approved appraisal and programming procedures to be used in appraising handicapped children have resulted in consistency among LEAs as they evaluate handicapped children.

Recommendations: An effective system providing follow-up and review of individual educational plans should be designed and implemented by RRC diagnostic centers. Training for both regular and special education teachers should be given concerning the relationship between assessment and the educational prescription.

Area 1: State Program Development

Element 1E: Other Strategies for Stimulating or Developing Intrastate and State Capacity for Child Appraisal and Educational Programming

Major Activity: Proposals were solicited from appropriate professionals and agencies to establish diagnostic centers capable of providing appraisal and educational programming services for handicapped children. Specifications and delivery systems for reporting initial evaluation results to the South Carolina Regional Resource Center were developed and incorporated into a standard "Memorandum of Agreement" between the contractor(s) and the State Superintendent, who is the authorized official of the South Carolina State Department of Education. Criteria and priorities for determining children eligible for evaluative services were established.

Results/Conclusions: Seven diagnostic centers have signed memoranda of agreement with the South Carolina Regional Resource Center and are currently in operation. A system of referral of clients for evaluative services resulting in an educational plan has been developed. Evaluations and educational prescriptions prepared by the diagnostic centers comply with the specifications of the South Carolina Regional Resource Center specified in the agreements entered into with the State Department of Education.

Recommendations: The establishment of diagnostic centers for the purpose of providing comprehensive psychological and educational evaluations of handicapped children presenting complex and unusual diagnostic problems has been of great assistance to local school districts which do not possess sophisticated appraisal and programming techniques due to geographic location and lack of trained personnel thus temporary support of these direct services for handicapped children should be continued.

Area 2: Educational Appraisal

Element 2A: Provide Testing for Referred Children

Major Activities: All agencies serving the handicapped and local school districts were contacted and furnished with a description of services available through the South Carolina Regional Resource Center. A brochure describing the appraisal and educational programming services available through RRC diagnostic centers was developed which includes an application form for services. These brochures were disseminated to all agencies serving the handicapped and LEAs. Cooperation between agencies has been encouraged to eliminate duplication of services and to improve the delivery system for providing appropriate services for the handicapped.

Results/Conclusions: The referrals received were screened and accepted for RRC services on the basis of prior evaluative data concluding that the clients have complicated diagnostic problems which make them acceptable candidates for the comprehensive evaluations provided by the South Carolina Regional Resource Center. Clients who were not accepted for RRC evaluation were referred to the appropriate agency or school district for screening, evaluation and placment.

Recommendations: In view of state and federal legislation mandating that all handicapped children must be furnished a free appropriate education, a comprehensive system should be developed to evaluate the effectiveness of various child find activities. Once sophisticated screening procedures are in place at the local level, the referral of appropriate clients for RRC services would result.

Area 2: Educational Appraisal

Element 2B: Provide Evaluation for Referred Children

Major Activities: Appraisal procedures were developed for use by the RRC diagnostic centers by the South Carolina Regional Resource Center program. Each client referred for diagnostic evalution must receive a social history, psychological and educational evaluation and a medical examination. The information derived from these sources is utilized by the center in prescribing an individual educational plan for the child suited to his particular needs. Guidelines and procedures approved by the State Board of Education in the booklet entitled Procedures for Survey, Screening, Evaluation, Placement, and Dismissal Into/Out of Programs for the Handicapped must be adhered to by the diagnostic centers in the evaluation of clients.

Results/Conclusions: To date, four hundred fifty (450) handicapped children have received appraisals through the South Carolina Regional Resource Center. Nine of these children have received reappraisals consisting of additional evaluations which were requested when the educational plan was implemented.

Recommendations: Techniques of appraisal and educational programming for severely, profoundly and multi-handicapped individuals need to be disseminated to LEAs in order that consistency in evaluation procedures for these children will be maintained statewide.

Area 2: Educational Appraisal

Element 2C: Announce Available Services and Service Criteria Through SEAs

Major Activities: In cooperation with the South Carolina Learning Resource Center, the South Carolina Regional Resource Center has made available to LEAs and RRC diagnostic centers, a catalogue of instructional materials. Individual conferences for the staff of the diagnostic centers were held to explain functions and services available for the development of individual educational prescriptions and they were given the opportunity to visit the South Carolina Learning Resource Center to examine available materials and equipment. Local school districts and state agencies serving the handicapped received brochures outlining the appraisal and educational programming available at RRC diagnostic centers for clients exhibiting complex or unusual problems. RRC information was disseminated through news releases, letters, state meetings and conferences.

Results/Conclusions: Suggestions are given for appropriate materials and equipment to use in the implementation of educational prescriptions in the four hundred fifty (450) RRC educational prescriptions prepared by the diagnostic centers. Availability of these items at the South Carolina Learning Resource Center is suggested in the prescriptions.

Recommendations: Information relative to services of the RRC should be made available to parent groups, advocates and surrogates on a continuing basis.

Element 3A

Area 3: Educational Programming

Element 3A: Develop Long, Short and Immediate Range Educational Programs for Referred Children

Major Activities: Four hundred fifty (450) educational prescriptions were written for RRC clients at the RRC diagnostic centers individualizing instructional plans suited to their needs. During the first RRC grant period (June 1, 1974-January 31, 1975), Individualized Educational Plans for Handicapped Children: Trainable Mentally Handicapped, Levels 1, 2, 3 and 4 and Individualized Educational Plans for Educable Mentally Handicapped, Levels 1, 2, 3 - Communications, 3 - Math, 3 - Science, 3 - Home Economics, 3 - Vocational Education were developed. These plans included coordination of an individualized educational program for trainable mentally handicapped and educable mentally handicapped students. One complete set of these plans was published and provided for every child who had been evaluated and identified as educable mentally handicapped or trainable mentally handicapped through RRC funds.

Results/Conclusions: State-wide diffusion of individualized educational plans for educable mentally handicapped and trainable mentally handicapped students was accomplished. Implementation of the SEA goal to provide full educational opportunities in programs which meet standards established by the SEA was assisted.

Recommendations: A system for training the parents of a preschool handicapped child in the implementation of an educational plan should be developed since preschool special education programs/services are not readily available in most localities.

South Carolina

Element 3B

Area 3: Educational Programming

Element 3B: Consult with Schools and Other Agencies Relative to Programming

Major Activities: Consultation to local school districts or agencies serving the handicapped is available regarding specific individual programs needed by an RRC client. Referral of a client to the appropriate agency or school district which can facilitate program implementation is provided by RRC personnel.

Results/Conclusions: Through consultation, RRC personnel assist the local school districts in providing full educational opportunities for handicapped pupils in programs which meet standards established by the SEA.

Recommendations: Interaction between states regarding projects worthy of replication should be encouraged to provide a broader base of available special education programs/services for children with low incidence handicapping conditions.

Area 3: Educational Planning

Element 3C: Consult with Parents and Teachers at Regional Center Upon Request

Major Activities: Consultation with parents of RRC clients and implementors of educational plans occurs on site at the RRC diagnostic centers. After the appraisal process is completed, the specific educational level of the child is ascertained and the most appropriate program suited to his individual needs is determined. This program is written into the educational prescription and the parent and teacher is instructed on the available special education programs/services for the child. Referral is made to the appropriate agency for related services/programs which are needed. The teacher is instructed in the techniques for implementing the educational prescription.

Results/Conclusions: Completion of diagnostic evaluation through the South Carolina Regional Resource Center results in placement of the client in the program appropriate to his needs with referral for related programs/services provided.

Recommendations: A directory of special education programs/services for the low incidence handicapping conditions is needed to assist local school districts in finding the proper placement for these pupils.

South Carolina

Element 3D

Area 3: Educational Programming

Element 3D: Periodically Re-Examine and Re-Evaluate Programs for Client-Children

Major Activities: A tracking system to evaluate the effectiveness of the educational prescription written for a client as a result of diagnostic evaluation at an RRC center has been developed. Within six months of the implementation of the plan, the person responsible for the instructional program is contacted. Comments are solicited in regard to the educational progress of the child since the educational prescription was started. The information gathered is sent to the diagnostic center which prepared the evaluation.

Results/Conclusions: The tracking system has allowed the South Carolina Regional Resource Center to view the opinions of the teachers implementing the educational plans as to their practicality and usefulness.

Recommendations: A system to follow-up the implementation of RRC educational prescription by the diagnostic center personnel is needed to assure that the client receives the recommended special educational programs/services.

VIRGIN ISLANDS

VIRGIN ISLAND RESOURCE CENTER

FINAL TECHNICAL REPORT

in response to RFP No. 74-6

OEC-0-74-7902

Virgin Island Department of Education
Charlotte Amalie
St. Thomas, V.I. 00801

Virgin Islands

ABSTRACT

Major emphasis of the V.I. Regional Resource Center was directed towards increased cooperation and inter-agency activity between the V.I. Regional Resource Center and other state and local Health, Education and Welfare agencies.

The V.I. Regional Resource Center worked particularly close with the Educational Diagnostic Centers on St. Croix and St. Thomas, in order to provide medical, psychological, speech and hearing and educational evaluations to identified handicapped youngsters in the V.I.

Major Accomplishments:

1. Conducted workshops for para professionals working in health, day care, and early childhood educational settings with focus early identification of handicapped youngsters in the pre-school years.
2. Established a comprehensive screening plan with the Department of Health, Education and Welfare for youngsters known to these agencies between the ages of 3½ to 5 years of age.
3. Conducted workshops for professionals in Health, Education and Welfare agencies with focus on parent-child interviewing and child-diagnostic interviewing.
4. Provided training for educational diagnositicians in specific test instruments, differential diagnosis, and prescriptive writing.
5. Designed a management program for youngsters placed in an emotionally disturbed class and provided on-going consultation to school administrator and teacher of the class.

6. Provided consultant assistance to Health agencies in order to develop a management system for some of the territory's more severely handicapped youngsters.
7. Received 525 referrals.
8. Screened 451 youngsters.
9. Provided evaluations to 624 youngsters.
10. Provided prescriptive programs to 136 youngsters.

Major Problems:

Due to the length of time needed to prepare prescriptive programs for handicapped youngsters the V.I. RRC has been behind in this task. Additional assistance is sorely needed in this area. However, there is a lack of this type personnel in the territory.

Area 1: State Program Development

Element 1A: Temporary Support of Experimental or Demonstration Models

Major Activities:

Needs assessment activities have been an important element of the work accomplished by the VIRRC. Information of this type had not been systematically gathered prior to these efforts.

An appraisal plan was designed by the RRC for use in the V.I. public schools for a population which is entirely culturally different from mainland USA school populations. A multidisciplinary staffing is utilized to determine the most appropriate educational alternatives for V.I. handicapped children.

A screening plan was designed and implemented for preschool junior high and senior high school youngsters throughout the territory.

Results/Conclusions:

No needs assessment activity had occurred in a full scale manner in the Virgin Islands prior to the initiation of this effort by the RRC. It can therefore be reasonably assumed that the RRC had initial and lasting impact in the territory.

The development of screening and appraisal plans for use by the LEA in the Virgin Islands was again largely a result of the efforts of the RRC staff. These services did not exist prior to the RRC and the evolution would have been delayed if they occurred at all.

Area 1: State Program Development

Element 1B: Temporary Support of SEA Appraisal and Programming Staff

Major Activities:

Because of a lack of trained territorial personnel in the use of specific appraisal instruments, the VIRRC has conducted a series of workshops to train LEA personnel. Approximately 115 training sessions have been held in the past 18 months on the WISC-R, Hiskey Nebraska, ITPA, Merrill-Palmer, McCarthy Scales, PPVI, and Bender-Slosson instruments along with the DASIE and Educational Planning Game. In excess of 465 SEA and LEA personnel have attended these workshops.

Results/Conclusions:

The Virgin Islands SEA lacked the trained personnel and resources to accomplish the activities listed above. It was the RRC impetus which provided trained personnel and fiscal resources to accomplish the training necessary to serve the handicapped youth of the territory.

Area 2: Educational Appraisal

Element 2A: Provide Testing for Referred Children

Major Activities:

The VIRRC has processed referrals for 525 clients during the contract period. An RRC developed referral procedure was developed and disseminated to all Health, Education and Welfare agencies in the territory.

As a result of the referrals, necessary screening procedures were developed and disseminated to interested agencies. The VIRRC screened 105 youth and referred another 346 to other agencies for screening. A total of 451 screened children were referred to appropriate agencies for evaluation.

Results/Conclusions:

The VIRRC initiated all referral, screening, and evaluation procedures within the territory for handicapped youth. Whether these processes would have occurred on their own is unknown, however, there is no question that they would have been delayed since the V.I. had no organized system to accommodate its handicapped youth prior to establishment of the VIRRC.

Area 2: Educational Appraisal

Element 2B: Provide Evaluation for Referred Children

Major Activities:

The VIRRC has assisted in or has appraised approximately 625 territorial youngsters. Approximately 550 of these youngsters received appraisals during and since Q3 1976. Additionally, multi-disciplinary assessment teams have been provided by SELRC in Montgomery, Alabama and have assessed 225 youngsters on the islands of St. Thomas and St. Croix. This accounts for 75% of the total number of handicapped children being served.

Results/Conclusions:

Assessment activities in the Virgin Islands were grossly inadequate prior to the establishment of the RRC program. The catalytic action provided by the RRC is expected to continue with the establishment of "SEA" supported centers.

ALABAMA DIRECTION SERVICE

Final Technical Report

Final Technical Report for Alabama Direction Service

February 1, 1976 to January 31, 1977

Submitted to Southeast Learning Resource Center
Auburn University at Montgomery
Montgomery, Alabama

Project Director: Cecil Bobo
Project Coordinator: Cornell B. Scott
Date: June 17, 1977

ALABAMA DIRECTION SERVICE

Contracting Agency:

Alabama State Department of Education

Division of Instruction

Program for Exceptional Children and Youth

Project Director: [illegible]

Project Coordinator: Cornell B. Scott

Date: June 28, 1977

Reporting Area 1 : Develop and Implement Agency/Service Information Base

The state and local staff had as a major focus the collection of agency/service data to be used in providing appropriate referrals of clients for service.

Major Activities: During Q_1 there was no activity since Direction Service Centers were not located until May 17, 1976. The staff amassed existing directories in the ADH and MAE catchment areas and statewide during Q_2. None provided sufficient information for Direction Service purposes. A plan was developed for collecting complete agency/service data on form DC-1 through mail, on-site visits and telephone contacts. This information was transferred to the key-sort cards in the information retrieval system. Continued surveying for unidentified agencies and the updating of previously obtained data was ongoing to the end of Q_4.

Results/Conclusions: The key-sort cards as typed with the smallest element available resulted in problems in the proper alignment of coded information.

Recommendation: The key-sort cards should be commercially coded. This would facilitate accurate use of the key-sort system through proper alignment of coded information. Closer interaction with the local school systems and Child Find in each catchment area would enhance Direction Service activities.

Reporting Area 2 : Develop and Maintain Client/Service Information File

Service implementation through personalized consideration of the physical and emotional needs of the handicapped child and his family was interpreted by the staff as requiring an organized system of documentation of client/Direction Service Center/Agency interactions.

Major Activities: The ADH and MAE staff initiated a color coded system for compilation of client files to indicated case status (active, inactive, information only). Forms were developed during Q_2 for such aspects of client service as initial permission for requesting information from other agencies, case review, tracking and other data. Client data necessary for transferral by the local center staff to the state field coordinator contained client code numbers as the only identifiable information in order to safeguard the confidentiality or records. An increase in clients was experienced by the ADH and MAE Direction Service Centers.

Results/Conclusions: The filing system used by the staff assured the safeguard of confidential records and the forms developed, as well as procedures used adequately provided information for the provision of client service.

Reporting Area 2 Continued:

Recommendations: The staff should increase the efforts to schedule client counseling within the Direction Service Centers and decrease the number of home visits. Transportation through volunteers and organizations such as Voluntary Action would expedite this activity.

Reporting Area 3 : Establish and Maintain Advisory Boards

Advisory Boards were selected for the purpose of providing input of concerned and interested persons in developing awareness of Direction Service and providing support that would enhance the Direction Service activities.

Major Activities: The State Advisory Board and the ADH and MAE Local Advisory Boards received State Department of Education approval on September 13, 1976. One meeting of each board was held during Q3 and also during Q4. As a function of the State Advisory Board plans were initiated for three members to evaluate the progress of the ADH and MAE Direction Service Centers, using the DC-19 form developed for that purpose. Other uses of Advisory Board members included dissemination of information leaflets and service as office volunteers.

Results/Conclusions: Assistance from the Board members in informing the general public of Direction Service resulted in greater awareness of the availability of referral service. Valuable assistance was also received in the area of office assistance and transportation.

Recommendations: Quarterly meeting of the State and Local Advisory Boards is recommended and an increased campaign to recruit volunteers among these groups.

Reporting Area 4 : Outreach

The staff was charged with the responsibility of informing the general public of the existence of the Direction Service Centers through wide area communications and the use of concerned and special interest groups.

Major Activities: The initial news release on Alabama Direction Service was issued by the State Department of Education Information Office on June 9, 1976, on a statewide basis. Newspaper articles were released in the ADH catchment area on June 11 and June 16, 1976, and in the MAE catchment area on June 10 and June 11, 1976. Statewide coverage was provided by the Alabama School Journal on June 15, 1976 (a publication of the Alabama Education Association). Radio, television and newspaper coverage was provided during Q_4 for both catchment areas. Staff presentations at meetings in the catchment and at state organization meetings provided other outreach. Mall displays in each catchment area were also developed.

Results/Conclusions: Awareness of Direction Service in each catchment area and statewide was increased.

Recommendations: A check of the clients who apply at the Direction Service Centers following media campaigns would enable the staff to determine the effects of this activity.

Reporting Area 5 : Administration

Meeting contractual accountability requirements and accomplishment of the routine office activities of Direction Service implementation were the areas that the staff allocated under administration.

Major Activities: Policies and Procedures were developed by the staff during Q_3. Weekly reports were compiled at the local level as an ongoing activity and served as the nucleus for the monthly and quarterly reports compiled at the state level and transmitted to the regional level. Staff meetings were initiated at the regional, state and local level periodically. Local and state staff attended the State Department of Education in-service and the Program for Exceptional Children and Youth staff meetings. Documentation for the purpose of replication occupied the staff. Data for this purpose was organized according to reporting areas and a color coded system was established for funding periods.

Results/Conclusions: The staff had difficulty initially in allocating a realistic portion of time and the proper activities to the area of administration. Staff meetings resolved this problem.

Recommendations: There is the need to resolve the percentage of time allocated by the local staff to administration. Structuring in this area could be done through staff in-service.

SUPPLEMENTAL MATERIALS

INDEX

Supplemental Materials Index

Title - RRC Proposal
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The contract document submitted to the Southeast Learning Resource Center for the initiation of RRC services in the State of Florida during the contract period Feb. 1, 1976 - Jan. 31, 1977. Contents included background information and projected workscope activities.

Title - RRC Amendment
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The contract document submitted to the Southeast Learning Resource Center to obtain funds not previously utilized during the contract period Feb. 1, 1976 - Jan. 31, 1977. Contents included background information and projected workscope activities.

Title - Continuation Proposal for FY 1977
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The contract document submitted to the Southeast Learning Resource Center for continuation of funding during the contract period Feb. 1, 1977 - Aug. 31, 1977. Contents included background information and projected workscope activities.

Title - "Florida Regional Resource Center Project Guidelines: Direct Assistance to Exceptional Individuals"
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - A narrative description of the RRC Project and the necessary forms required for completion by the individuals/agencies involved in direct services to exceptional individuals.

Title - "Pennsylvania's Preschool Pilot Individualized Educational Program: Guidelines for the Development of IEP's for Preschool Handicapped Children"
Author - Joyce Wilder and Charles Wall
Region - #13
Abstract Description - A publication which discusses development and implementation of IEP's with particular emphasis on the preschool handicapped child.

Title - Florida Regional Resource Center Quarterly Report, First Quarter: February 1 - April 30, 1976
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The report submitted to SELRC for the period Feb. 1, 1976 - April 30, 1976, containing information which met the requirements for quarterly reports as stated in RFP 74-6.

Title - Florida Regional Resource Center Quarterly Report, Second Quarter: May 1 - July 31, 1976
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The report submitted to SELRC for the period May 1, 1976 - July 31, 1976, containing information which met the requirements for quarterly reports as stated in RFP 74-6.

Title - Florida Regional Resource Center Quarterly Report, Third Quarter: Aug. 1 - Oct. 31, 1976
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The report submitted to SELRC for the period Aug. 1, 1976 - Oct. 31, 1976, containing information which met the requirements for quarterly reports as stated in RFP 74-6.

Title - Florida Regional Resource Center Quarterly Report, Fourth Quarter: Nov. 1, 1976 - Jan. 31, 1977
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The report submitted to SELRC for the period Nov. 1, 1976 - Jan. 31, 1977, containing information which met the requirements for quarterly reports as stated in RFP 74-6.

Title - Florida Regional Resource Center Quarterly Report, First Quarter: Feb. 1 - May 31, 1977
Author - Mary A. Ellzey, Consultant
Region - #13
Abstract Description - The report submitted to SELRC for the period Feb. 1, 1977 - May 31, 1977, containing information which met the requirements for quarterly reports as stated in RFP 74-6.

SUPPLEMENTAL MATERIALS INDEX

IEP Training Package

- Produced by GLRS Task Force
- Region #13
- A comprehensive training package to be used in staff development programs for IEP. Includes materials on IEP overview, assessment techniques, and teaching strategies collected from 12 states.

A Difference for Donnie

- Produced by GLRS Task Force
- Region #13
- Multi-media information program including 20-minute slide/tape and brochures describing the GLRS Direct Services program, referral, and tracking procedures.

Procedural Manual for GLRS Direct Services Program

- Produced by GLRS Task Force
- Region #13
- A step-by-step description of the referral, diagnosis, and tracking procedure for the GLRS Direct Services program designed for use by LLRC, SEA, and LEA administrators in special education.

RRC Agency Retrieval System

- Produced by GLRS Task Force
- Region #13
- A manual card sort system for matching in-state diagnostic agencies to RRC direct services referrals. The file contains approximately 300 agencies, listed services, available staff, costs for services, and other information used to determine appropriateness for RRC referrals.

Puerto Rico

Region 13

Products Completed Through

9/1/74 - 8/31/77

Products

Tittle : Analisis de las subpruebas del WISC (Analysis of the Wechsler Intelligence Scale for Children's Subtests)

Author : Argelia García, Psychologist
Region 13

Abstract Description : A detail; analysis of what each of the WISC subtests measures. Item composition, significant diferences between subtest scores and a summary of guidelines for the interpretation of scores

Tittle : Corrección del Bender (Bender Scoring)

Author : Translation to Spanish by Argelia García, Psychologist; from the system developed by Elizabeth Koppitz for the developmental scoring of the Bender Gestalt test.
Region 13

Abstract Description : Format in spanish for the scoring of the Bender Gestalt Perceptual Motor Test. It's divised to score perceptual motor as emotional development, and to indicate the possibility of brain damage.

Tittle : Guía para el análisis numérico de la prueba Draw a Man, de Goodenough (Guide for the Numerical Analysis of the Goodenough Draw a Man Test)

Author : Translation by Iris M. Rechany, M.A. Psychologist
Region 13

Abstract Description : A simple guide for the analysis of an sponteneous drawing of a human figure in order to obtain and estimate (screen) of I.Q. and mental age.

Tittle : Escritura - nivel de inicio
(Writting - Initial Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational programs for children in the initial stage of development of writing skills. Includes short and long range objectives, activities and materials, use of reinforcement and evaluation of the child's progress

Tittle : Lista de cotejo - análisis de necesidades psicoeducativas
(Checklist - Analysis of Psychoeducational Needs)

Author : Regional Resource Center
Region 13

Abstract Description : A checklist designed to determine psychoeducational needs of handicapped children reflected in the results of the initial evaluation and in the child's re-testing

Tittle : Guía de análisis de comportamiento del manual D.A.S.I.E.
(Assessment Phase of the D.A.S.I.E.)

Author : California Department of Education, Sacramento 1974
Translation by : Argelia García, Psychologist
Iris M. Rechany, Psychologist
Region 13

Abstract Descrition : A manual for the assessment of the child's behavior. One of the phases (A) in the D.A.S.I.E. the rest of the educational program is already translated and is now being edited.

Tittle : Historial Social
(Social Record Form)

Author : Daisy Aponte, Social Workers, R.R.C. evaluation team
Victoria Ayala, Social Worker
Region 13

Abstract Description : A records form for social behavior of handicapped children. This record form was distributed to all Tittle VI-F, evaluation teams, form which they are presently using.

Tittle : Memoria visual - primer nivel
(Visual Memory - First Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational programs for children in the first level of visual memory. Includes short and long range objectives activities and materials to accomplish them, use of reinforcement, and evaluation of the child's progress

Tittle : Lenguaje -primer nivel
(Language - First Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational programs for children in the first level in language development. Includes short and long range objectives, activities and materials to accomplish them, use of reinforcement and evaluation of the child's progress

Tittle : Lectura - nivel de inicio
(Reading 0 Initial Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational programs for children in the initial level in reading skills. Includes short and long range objectives, activities and materials to accomplish them, use of reinforcement, evaluation of the child's progress

Tittle : Lectura - Nivel intermedio para adultos
Reading - Intermediate Level for Adults)

Author : Aurea Torres
Region 13

Abstract Description : Educational program for adults in the intermediate level in reading skills. Includes short and long range objectives activities and materials, use of reinforcement and evaluation of child's progress

Tittle : Matemáticas (suma, resta y solución de problemas) primer nivel intermedio (Mathematicas - addition, Substraccion and Problem Solving, First Intermediate Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational program for children in the first level in mathematics includes short and long range objectives, activities to accomplish them, use of reinforcement and evaluation of child's progress

Tittle : Matemáticas - primer nivel para adultos (Mathematics - First Level for Adults)

Author : Aurea Torres
Region 13

Abstract Description : Educational program for adults in the first level in mathematics. Includes short and long range objectives activities to accomplish them, use of reinforcement and evaluation of child's progress

Tittle : Matemáticas - nivel intermedio - solución de problemas (Mathematics, intermediate level, problem solving)

Author : Aurea Torres
Region 13

Abstract Description : Educational program for children in the intermediate level in mathematics. Includes short and long range objectives, activities to accomplish them, use of reinforcement and evaluation of child's progress

Tittle : Coordinación visual motora - primer nivel (Visual Motor Coordination - First Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational program for children in the first level in visual motor coordination. Includes short and long range objectives, activities to accomplish them, use of reinforcement, and evaluation of child's progress

Puerto Rico

Tittle : Distracciones Frecuentes (Frequent Distractions)

Author : Argelia García, Psychologist
Region 13

Abstract Description : Statements of observable behavior of children with a limites hability to attend to relevant estimulus and educational strategies designed to strenthen such hability.

Tittle : Agudeza auditiva inadecuada a causa de una leve pérdida auditiva (Inadecuate Hearing Acurty Caused by a Mild Hearing Loss)

Author : Argelia García, Psychologist
Region 13

Abstract Description : Statements of observable behavior of children with inadecuate hearing acurity caused by a mild hearing loss and educational strategies that help to improve the child's hearing acurity

Tittle : Atención auditiva inadecuada (Inadecuate Hearing Attention)

Author : Argelia García, Psychologist
Region 13

Abstract Description : Statements of observable behavior of children with inadecuate hearing attention and educational strategies designed to improve the child's hability to focus on relevant auditive stimulus for a reasonable period of time

Tittle : Matemáticas -Nivel de juicio (Mathematics - Initial Level)

Author : Aurea Torres
Region 13

Abstract Description : Educational programs for children in the initial level in mathematics. Includes short and long range objectives activities to accomplish them, use of reinforcement and evaluation of child's progress

Tittle : Como reducir la frecuencia de comportamiento hiperactivo utilizando los principios de modificación de conducta
(How to Reduce the Frecuency of Hyperactive Behavior by Means of Behavior Modification Techniques)

Author : Argelia García, Psychologist
Region 13

Abstractac Description : Statements of observables behavior characteristcs of impulsive children and educational strategies designed to control his impulses

Tittle : Vulnerabilidad emocional (Emotional Vulnerability)

Author : Argelia García , Psychologist
Region 13

Abstract Description : Statements of observable characteristcs of emotionally vulnerable children and educational strategies designed for such children

Tittle : Desorganización (Desorganization)

Author : Argelia García, Psychologist
Region 13

Abstract Description : Statements of observable characteristics of children with a limited ability to organize his perceptual or conceptual would and educational strategies designed to modify and improve such hability

Tittle : Hiperactividad (Hyperactivity)

Author : Argelia García, Psychologist
Region 13

Abstract Description : Statements of observable behavior of children with hyperactivity and educational strategies designed to weaken such behavior

Author: Argelia García, psychologist

Region 13

Abstract Decription : Statements of observable behavior of children with a limites hability to attend to relevant estimulus and educational strategies designed to strengthen such hability.

10. Title: Agudeza Auditiva Inadecuada a Causa de una Leve Pérdida Auditiva (Inadecuate Hearing Acurty caused by a Mild Hearing Loss)
Author: Argelia García, psychologist

Region 13

Abstract Description : Statements of observable behavior of children with inadecuate hearing acurity caused by a mild hearing loss and educational strategies designed to strenghen hearing acurity

11. Title: Agudeza Auditiva Inadecuada a Causa de Pérdida Auditiva Moderada (Inadecuate Hearing Acuity caused by a Moderate Hearing Loss)
Author: Argelia García, psychologist

Region 13

Abstract Description : Statements of observable behavior of children with inadecuate hearing acurity caused by a mild hearing loss and educational strategies that help to improve the child's hearing acurity.

12' Title: Atención Auditiva Inadecuada (Inadecuate Hearing Attention)
Author: Argelia García, psychologist

Region 13

Abstract Description : Statements of observable behavior of children with inadecuate hearing attention ans educational strategies designed to improve the child; s hability to focus on relevant auditive stimulus for a reasonable period of time

13. Title: Matemáticas - Nivel de Juicio (Mathematics Initial Level)
Author: Aurea Torres

Region 13

Abstract Description : Educational Programs for children in the Initial Level in Mathematics. Includes short and long range objectives